

Families and Reading in Kitsap County (FAR)

1. Introduction

1.1 Program Profile

The Families and Reading (FAR) family literacy coalition will serve the literacy needs of low-income families in Kitsap County, Washington, working to break the cycle of illiteracy and low literacy by encouraging reading skills, family strength, and a love of reading in parents and children together. Coalition partners include the Kitsap Interagency Coordinating Council (KICC) of the Head Start/Early Head Start/Early Childhood Education and Assistance Program (ECEAP; Washington State) Partnership, the Literacy Council of Kitsap (LCK), and the Kitsap Regional Library (KRL). The Kitsap County Consolidated Housing Authority (KCCHA) and the Bremerton Housing Authority (BHA) will be consulted for client recruitment and assistance in program planning and evaluation through surveys and focus groups involving low-income families.

FAR will fulfill its mission by expanding the small Motheread/Fatheread (MR/FR) family literacy program currently offered by LCK to serve each of the twenty-three Head Start centers in Kitsap County. Building on the Family Reading Nights implemented by the North Kitsap Head Start partnership, KRL will design family reading parties called “Flurries” (Families Love Reading), extending the small-group, literature-and-life discussions of MR/FR with family-

fun, do-it-together programming that models literacy activities and parenting strategies while orienting families to library resources. School librarians, literacy specialists and/or teachers at the school-based Head Start centers will assist in designing the Flurry parties and in producing them at multiple sites each month.

Support from Humanities of Washington (which administers MR/FR in the state), Washington State Family Literacy funding, the KRL Foundation, and the Friends of the Library for each KRL branch will fuel the program. Established community partners such as the United Way of Kitsap, the SUN newspaper (long-time friend to both LCK and KRL), the Kitsap Reading Council, the Altrusa Club of Kitsap, Soroptimists International, the four Rotary Clubs in the county, the Kitsap Community Federal Credit Union, Barnes & Noble Booksellers and Armchair Books will also help make FAR an ongoing reality.

1.2 Kitsap County Profile

Kitsap County is located on the Kitsap Peninsula in western Washington, nine miles across the waters of Puget Sound from the city of Seattle. With an estimated 2003 population of 237,000 and covering an area of 396 square miles, it has the second highest population density of any county in the state (King County, which includes Seattle, has the highest).

According to the 2000 Census, 82.2% of the county population is White, not of Hispanic/Latino origin. Persons reporting two or more races form the largest minority at 4.6%, followed by Asian persons at 4.4%, persons of Hispanic or Latino origins at 4.1%, Black or African American persons at 2.9%, American Indian or Alaska Native persons at 1.6%, persons reporting some other race at 1.4%, and Native Hawaiian and Other Pacific Islanders at 0.8%. The S'Klallam and Suquamish Indian tribes in the northeast of the county maintain significant cultural and economic presences, with active tribal centers, Early Childhood Education programs and family support services, an award-winning public library branch, an internationally acclaimed museum, and the Clearwater Casino. Towns such as Poulsbo and Bremerton in the northwest still celebrate their Norwegian immigrant fisherman heritage.

The environment in the county ranges from forested and rural land in the south and north, to small towns, suburbs and an industrial city in the center. Port Orchard to the south is the county seat (est. 2003 population: 7,910), but the largest city is Bremerton at the center of the county, with an estimated 2003 population of 38,730. Bremerton is a major port, and home to the Puget Sound Naval Shipyard. The Bangor Naval Submarine Base on Hood Canal to the west, and Naval Undersea Warfare Center Division Keyport to the north, also represent the military in Kitsap County.

Figures for 2003 indicate that 50.43% of all jobs in the county are in the Government (largely military) sector, with 20.31% in the Services category and 11.51% in Retail Trade—meaning that high-wage opportunities are not the rule for civilian workers in Kitsap County. Per capita income for 2003 was \$27,427, up somewhat from the 1999 Census figure of \$22,317. Census data collected in 1999 gave a median household income in Kitsap County of \$46,840, with a homeownership rate in 2000 of 67.4%.

Although the job market and general economy have been depressed in the region for some time, more people have been settling in Kitsap due to its pleasant environment and more affordable housing (compared to skyrocketing real estate values in the Seattle area). Many people who live in Kitsap County commute by ferry to work in Seattle or beyond in King County, or drive south across the Tacoma Narrows Bridge to work in Pierce County.

1.3 Adult Literacy Factors in Kitsap County

Poverty, educational level, labor force status, disability and English proficiency are the primary factors statistically linked to adult literacy deficits. The Comprehensive Adult Student Assessment System (CASAS) relies on these predictors from U.S. Census data to generate its regional Synthetic Estimates of Literacy, also providing statistics on occupation and race/ethnicity to assist in interpreting the data. The CASAS Adult Literacy Estimates for Kitsap County,

based on 1990 U.S. Census Data, produced a Mean Literacy Proficiency score of 285 on the National Adult Literacy Survey (NALS), with 14% of adults estimated at Level 1 and 35% at Level 1 or 2. More recently, the Literacy Council of Kitsap (LCK) estimated in 2003 that one in seven local adults reads at or below the fifth grade level (14.3%).

Current statistics for the five primary literacy factors (poverty, education, employment, English, disability) demonstrate the ongoing challenges facing Kitsap County. According to Washington State figures for 2003, an estimated 8.1% of the total Kitsap County population (18,390 people) lives in poverty. U.S. Census data collected in 1999 gives a more specific picture for families: 6.3% of county families were living below the poverty level in that year. 9.4% of all families with children under 18 were living in poverty, while 12.2% of all families with children under five were below the poverty line. In 1999, 8.8% of individuals in Kitsap County were living below the poverty level; yet only 3.8% received public assistance income—indicating that a large proportion of those who need help are not receiving it, at least not from the government. With the state's fiscal crisis following the bursting of the "tech bubble" in 2001, exacerbated by cuts in federal support, the outlook has hardly improved in 2004.

According to the 2000 U.S. Census, of the general population 25 years or older 9.2% do not have a High School diploma or equivalent; 2.2% have less than a

ninth grade education. Although no direct linkage is made in the statistical reporting, these figures suggest a relationship between education levels and poverty: 8.8% in poverty, 9.2% without a High School diploma. Continuing through the prime literacy factors, 6.0% of the civilian labor force in Kitsap County aged 16 and over is unemployed. 8.3% of households speak a language other than English at home, and 29% of those households speak English less than "very well". Of adults 21 to 64 years old with no disability, 24.1% were not employed (either unemployed or not in labor force). 18.1% of the same age bracket had some form of disability, and 47.3% of them were not employed.

1.4 Adult Literacy and Family Literacy

Research assembled by the National Center for Family Literacy (NCFL) demonstrates the connections between educational attainment and economic status; between parental education levels and a child's achievement in school; and between parental involvement and a child's academic success. Research also shows the importance of reading to children, and how the modeling of literacy in the home is a significant predictor of a child's future success, both academically and economically. Children who enter school unacquainted with books can take years to make up that lost ground, never associate reading with either pleasure or success, and become the next generation of people in need of adult literacy services. Without intervention, the cycle is self-perpetuating.

Family literacy programs seek to repair this “short circuit” of intergenerational literacy deficits by offering print-challenged parents an avenue to reading that a) is not like school, where reading was intimidating and tedious; and b) is about their kids’ futures, an area where they are usually highly motivated (as opposed to going to “school” for themselves). That avenue is children’s literature, where they read “fun” books to/with their kids and engage in literacy activities with them. Parenting skills instruction rounds out the package, providing strategies for overall family strength as well as literacy. In this context, parents heighten their skills, their confidence and their pleasure with books (beyond the books they read to their kids), and share all those things with their children. Ideally their children will, in turn, grow up to *not* need adult literacy services, and will teach their own kids to be readers.

The national Head Start Family Literacy Project (HSFLP) recognizes this dynamic, and has partnered with the NCFL to integrate family literacy programs into Head Start. At the same time, the Washington state Motheread/Fatheread family literacy program has received special funding to partner with Head Start programs throughout the state; and Americorps of Kitsap County has prioritized literacy work for its volunteer programs. Kitsap Regional Library, which in the past has not been active in literacy initiatives, has the family programming expertise and the lifelong learning resources essential to the most effective family literacy programs. The time is right to bring these potential partners together.

2. Families and Reading in Kitsap County

2.1 Problem

Low-income, literacy-challenged families in Kitsap County are not receiving the help they need to connect with reading as a desirable good and become lifelong learners. Adult basic education, High School equivalency preparation, English for speakers of other languages, job skills and parenting skills programs are all in place from established providers; but the connection between families, a love of reading, and breaking the cycle of literacy disadvantage is not being made effectively. The Kitsap County office of the Even Start federal family literacy program closed in 2003, just as the need for such services has been increasing in difficult times. Remaining family literacy services are scattered and small-scale. FAR bridges these gaps by utilizing existing institutional momentum toward family literacy to build on the county's current Head Start and Motheread/Fatheread programs in a coalition of stakeholders that will offer systematic, vibrant family literacy opportunities throughout Kitsap County.

2.2 Providers

Olympic College (OC), Kitsap Community Resources (KCR), the Literacy Council of Kitsap (LCK), and the S'Klallam and Suquamish Tribes are the primary providers of formal services for adult learners and low-income families

in Kitsap County. The Olympic Educational Service District (OESD) partners in the Kitsap Interagency Coordinating Council (KICC) for Head Start/Early Head Start/ECEAP (Washington State's Early Childhood Education and Assistance Program). Additional KICC partners include KCR, LCK, the Port Gamble Early Childhood Education Program of the S'Klallam Tribe (in special partnership with Wolfe Elementary School in Kingston) and the Marion Forsman-Boushie Early Learning Center of the Suquamish Tribe. A number of other organizations and civic groups offer material support, advocacy and enrichment for families.

Olympic College (OC), with campuses in Bremerton and Poulsbo (and also in Shelton in Mason County to the southwest), offers courses through its Workforce Development department in Adult Basic Education (ABE), GED preparation for High School Completion, and English for Speakers of Other Languages (ESOL), along with Worker Retraining as part of Washington state's Work First program. The college also sponsors a cooperative paid preschool/daycare network, where parents with children enrolled in a participating center are eligible to take courses in OC's Parent Education program. Need-based scholarship funds are available to help cover tuition for OC courses.

Kitsap Community Resources (KCR), based in Bremerton and Port Orchard, provides an array of services for low-income families across the county, divided into four program services areas:

- Prevention and Family Development (including **Head Start** and WIC as well as a Family Self-Sufficiency program in partnership with the Bremerton Housing Authority)
- Community Involvement (including an Americorps Chapter and the Kitsap Youth in Action [KYA] volunteer network for kids school-age through 18 to gain experience and confidence through public service)
- Housing Services (providing bill-paying aid and assistance in finding and staying in housing)
- Employment and Education (including Parenting Place classes, the Parenting Resource Center lending library in Bremerton, and a new Family Resource Center offering multiple services in Port Orchard)

The Literacy Council of Kitsap (LCK), with offices in Bremerton and Poulsbo, offers free one-on-one and small-group tutoring for adults in four areas:

- Basic Literacy in reading, writing and math (including the Motheread/Fatheread family literacy program)
- English as a Second Language for reading, writing, speaking and comprehension
- High School Completion for GED preparation and External Diploma tests

- Computer Skills classes, with computer-based instruction available in all classes

The Kitsap Regional Library holds materials supporting LCK programs, but has not been a more active partner prior to FAR.

Kitsap County Consolidated Housing Authority (KCCHA) not only provides affordable rental housing and homeownership opportunities, but also coordinates social services to assist low and moderate income residents toward the goal of economic self-sufficiency. KCCHA actively partners with other organizations to offer a wide range of services under the umbrella of cultivating personal confidence and economic independence. KCCHA's partnership with LCK to bring literacy programs into their housing communities is an official component of its organizational strategic plan.

Bremerton Housing Authority (BHA), while not as proactive as KCCHA, provides a similar range of supports and encouragements for its residents toward the goal of home-ownership and economic independence. BHA runs a computer lab for its residents along with a variety of life-skills and job-readiness classes (including parenting), and partners with KCR in the Family Self-Sufficiency (FSS) and Kitsap Youth in Action (KYA) programs.

Kitsap Family YMCA (Armed Services YMCA) in Bremerton delivers health, fitness and wellness programs; family program services; childcare programs and services; and positive youth development programs.

Each school in the **five School Districts** in the county (North Kitsap, Central Kitsap, South Kitsap, Bremerton, and Bainbridge Island) offers different supports and programs for parents, students, and the community, often in partnership with community volunteer organizations such as the **Rolling Readers** program in Poulsbo (where adult volunteers read to students and give them free books). The **Olympic Educational Service District (OESD)**, which supports school districts in the Kitsap and Olympic Peninsula region, is a member of the Kitsap Interagency Coordinating Council (KICC) for the Head Start/Early Head Start/ECEAP Partnership, and runs twelve **Head Start** classrooms in county schools. The Port Gamble **S'Klallam Tribe** and the **Suquamish Tribe** both run Early Childhood Education programs and provide various family and job training services, and are also members of KICC.

The S'Klallam Tribe's Early Childhood Education program has operated in special partnership with David Wolfe Elementary since 2000 to produce five or six "Family Reading Nights" per year, featuring a meal, a teacher demonstrating reading-aloud techniques in a performance for the children, a cooperative family craft related to the book, and gift books for families to take home. In late 2002

The S'Klallam and Suquamish Tribes partnered with LCK and the North Kitsap School District to offer parental literacy classes through an Even Start grant.

The **Kitsap Reading Council (KRC)**, which works to boost public awareness of literacy issues, has donated to MR/FR and has coordinated with Barnes & Noble Booksellers to offer special reading programs to the public. The **Altrusa Club of Kitsap** donated funds in 1979 to train the first volunteer tutors for LCK, and remains active for literacy issues. County **Soroptimists** (one branch) and **Rotarians** (four clubs in the county) have also actively supported library and literacy initiatives. **The SUN newspaper** (a Scripps-Howard publication) and **Kitsap Community Federal Credit Union** have led local businesses in sponsoring and underwriting programs at LCK, KRL and KCR. In 2000, The SUN donated \$5,000 to LCK's Motheread/Fatheread program to purchase books.

2.3 Partners

Partners for FAR were chosen who can provide services at no charge to clients; who connect most effectively with the target audience; who have the expertise and resources to offer high-quality services; and who either already have established relationships with one another or whose missions and habits of collaboration make such relationships a natural fit. By these criteria, at least for

the initial stages of the program, Olympic College and county schools not associated with a Head Start program will not be formal partners in FAR beyond mutual referrals and publicity. Partners include:

- Literacy Council of Kitsap (LCK)
- Kitsap Regional Library (KRL)
- Member organizations of the Kitsap Interagency Coordinating Council for Head Start/Early Head Start/ECEAP (KICC)

The Kitsap County Consolidated Housing Authority and Bremerton Housing Authority will be significant consultants for planning and for recruiting clients.

Key to this scenario is interest on the part of the public library, which, while offering many outstanding programs, has not been actively involved in community coalitions in the past beyond its S'Klallam tribe-affiliated branch in Little Boston. This project is predicated on the hypothetical circumstance of a KRL Children's Librarian becoming a MR/FR volunteer, becoming inspired to extend the program's reach, and meeting success both at persuading the KRL Board of Trustees and KRL Foundation of the value of the potential program, and at building the coalition.

Representatives of coalition members form a planning committee that meets once a month, both in planning stages and as FAR unfolds. They develop an action plan and seek appropriate funding and other support for a Families and Reading

(FAR) program through Head Start and Motheread/Fatheread for low-income families in Kitsap County. As the program is launched, FAR committee members continue to meet once each month for planning and evaluation. Meeting locations rotate among the partners' offices, so that coalition members become better acquainted with each other's work and resources.

With the recent success of Humanities Washington in building significant contributions to the Motheread/Fatheread program, and the national Head Start initiative for family literacy, it seems clear that, given enough new volunteer tutors who can be trained in MR/FR, sufficient support exists from established community partners to make FAR a reality with little added burden for any of the coalition members. The prospect of funding from Washington State Family Literacy and the KRL Foundation only makes it easier for FAR to spring out of work each partner is already doing, and wants to do. The facts that KCR's Americorps chapter has already begun to seek involvement in literacy efforts, and that Humanities Washington has won special funding for partnerships between MR/FR and Head Start programs, assures the future of FAR.

Responsibilities for each partner are outlined as follows:

Literacy Council of Kitsap (LCK)

- Run the Motheread/Fatheread (MR/FR) program: coordinate volunteer training, form MR/FR groups, and keep MR/FR paperwork required by Humanities Washington (see MR/FR Program Description, 2.4.1.1 below)
- Each tutor attends a two-day training conference in Seattle, held in January and June of each year, and meets once a week for two hours with 8-12 parents for an 8-week cycle of book discussions and literacy exercises
- Recruit and retain clients; assist with client communications
- Recruit and support volunteers
- Consult with tutors and clients for design of “Flurry” (Families Love Reading) programs
- Participate in evaluation process

Kitsap Regional Library (KRL)

- Provide 0.5 FTE KRL FAR Coordinator
- FAR Coordinator designs 90-min. Flurry programs (one new program per eight-week MR/FR cycle), with input from MR/FR tutors and clients regarding desired content and locations and from staff at schools where Head Start programs are located
- FAR Coordinator produces one iteration of the Flurry program per month at a library or community location, with assistance from volunteers and from MR/FR families and tutors (the same program at each location, with adaptations as appropriate, for a total of two locations per MR/FR cycle)

- FAR Coordinator coordinates with library, literacy and teaching staff at Head Start schools who will produce Flurries at two Head Start school locations per month (the same program at each location, with adaptations as appropriate, for a total of four locations per MR/FR cycle)
- Acquire all of the 127 books on the MR/FR Storysharing list not already owned, for each branch of the library; appeal to Friends of the Library from each branch for donations rather than purchase.
- Recruit volunteers
- Provide library orientations for FAR families
- Participate in evaluation process

Kitsap Interagency Coordinating Council for Head Start/Early Head Start/ECEAP (KICC)

- Coordinate FAR with Head Start/ECEAP programs
- Recruit and retain clients; assist with client communications
- Assist with clients' transportation needs to attend MR/FR and Flurries (Head Start vans and buses)
- Recruit volunteers
- Assist with program planning and evaluation, with clients active in the process

In addition to these roles, each KICC member contributes the following assets:

Kitsap Community Resources

- Expertise in parenting skills training through Parenting Place, Parent Resource Center and Family Resource Center
- Experience in a wide range of services to low-income families
- Significant volunteer recruitment through Americorps

Olympic Educational Service District:

- Recruit appropriate staff at schools where Head Start programs are located (school media specialists, literacy specialists, interested teachers) for Flurry planning and production

S'Klallam and Suquamish Tribes:

- Expertise in parenting skills training and family support
- Experience in a wide range of services to tribal families

2.4 Plan

2.4.1 Program Description

2.4.1.1 Motheread/Fatheread (MR/FR)

Groups of 8-12 adults meet once a week for two hours with a volunteer tutor, for a period of eight weeks. They discuss one quality children's book each session (chosen from the MR/FR Storyshare book list of 127 titles), and receive free copies of the book to take home (for a total of 8 books during the course). The books are supplied by Humanities Washington (which administers MR/FR in the state), and (if needed) by donation from community partners. During the

sessions, parents practice creative and practical techniques for reading with their children, and also discuss issues brought up by the book (such as getting your kids to share, dealing with anger or envy, what it means to be kind or brave or wise or beautiful). The group then performs exercises with adult literature (such as poetry), practicing writing and listening skills along with reading.

MR/FR classes seek to involve group members in literacy as experience, bringing their own strengths and knowledge with them; literacy as art, drawing on their own creativity and understanding; and literacy as process, developing their own skills. Attendance at each session is encouraged but not required, and every effort is made to accommodate clients' scheduling and transportation needs.

Humanities Washington offers MR/FR tutor training twice a year, in January and June (with supplementary trainings made available as agency resources and schedule permit). FAR pays the \$25 registration fee for each tutor; Humanities Washington underwrites housing and meals for the two days of the training. As Humanities Washington requires, for each MR/FR cycle the tutor submits a Scheduled Class form; Beginning and Ending questionnaires from each class member; and prepares a Final Report (see Appendix for copies of the forms). These reports form the core of FAR's internal evaluation of the MR/FR component of the program.

2.4.1.2 Flurries (Families Love Reading parties)

Flurry parties will be designed for each MR/FR cycle, as previously outlined.

Flurries begin with a simple meal (e.g., chili supper or pizza) at 6:00, with intergenerational programming from 6:30-7:30. Afternoon Flurries may also be scheduled on weekends. Puppet characters act out principles of reading together and getting along as families, and families practice their own skills with a variety of games, songs, craft projects, and the occasional dancing or drama. Each Flurry also features one tip for using the library. As many Flurries as possible will be held at one of KRL's nine library branches, so that FAR families can become better acquainted with the library as a place where they are welcome, where they want to be, and where they know they are competent. The first Flurries will be held in an eight-week period prior to the first MR/FR cycle, for use as a recruitment tool and to test techniques.

Flurries reinforce the MR/FR sessions, but also teach similar skills for parents who can't get to every class or who can't commit to the 8-week MR/FR cycle. Clients and tutors give input for Flurry themes and activities, and help with prep work and clean-up: the Flurry belongs to participants, and is not just something being done by the library or the school. Every family attending a Flurry receives a free book, supplied by local donation (this would be a perfect project for the Kitsap Reading Council and its relationship with Barnes & Noble) or obtained from the national First Book donation program. The FAR Coordinator librarian

visits as many MR/FR classes as possible at some point in the 8-week cycle, to further reinforce the relationship, get feedback and suggestions in person, and invite families to the library. School representatives involved in Flurries are encouraged to do the same.

2.4.1.3 Head Start and Americorps

KCR, OESD and the Tribes supply the crucial **Head Start** component, integrating MR/FR and Flurries into the services offered by Head Start classrooms. Finally, KCR coordinates with **Americorps** for volunteers. KCR's KYA program may bring youth to help at Flurries, as well as possibly building bookshelves for FAR families, and spreading the word about FAR.

Each partner draws on its own network of support and expertise for getting things done in the community, and coordinates with the other coalition members to deepen community partnerships.

2.4.2 Action Plan

Goal 1: Head Start families in Kitsap County will build their love of reading and their strengths as families through an expanded Motheread/Fatheread program, produced in partnership by LCR, KRL, and the members of KICC.

Objective 1: Every Head Start center will have at least one trained volunteer tutor running MR/FR cycles before the end of the first year of the program, for a minimum of twenty-three tutors.

- Activity 1: Volunteers will be recruited from Americorps, Altrusa, Kitsap Reading Council, Friends of the Library, and the KCR and KCCHA support base.
- Activity 2: The SUN newspaper will run stories on the program and publish calls for volunteers from the broader community.
- Activity 3: New volunteers will attend Humanities Washington MR/FR trainings in Seattle in June and January of each year.
- Activity 4: Interested volunteers who cannot attend a MR/FR training will be paired with trained tutors as their assistants until training can be completed.
- Activity 5: Volunteer tutors will commit to serve for two years.

Objective 2: At least 50% of all Head Start families will enroll in MR/FR in the first year of FAR.

- Activity 1: Head Start centers will promote FAR in their classes.
- Activity 2: LCK MR/FR representatives and the KRL FAR Coordinator will visit Head Start classes to promote the program.

Objective 3: The promotion of FAR will aid in recruiting new Head Start families each year.

- Activity 1: The FAR program as a component of Head Start will be promoted in KCCHA and BHA housing programs, LCK's adult education programs, KCR's adult training and parenting support programs, and Tribal services to parents and families.
- Activity 2: Advertise the program in non-print sources. Sample PSA radio spot: "You work hard. You care about your kids. You want a good life for them. Maybe you think they'll learn everything they need to in school—even though it never seemed to do much for you. Maybe you didn't know that you are your kids' first and best teacher, and their best role model for learning what's important—and maybe you won't believe how much fun it can be. You and your kids can go FAR. Give the people at Families and Reading and Head Start a call at xxx-xxxx to find out more."

Objective 4: Each client will receive a free book at each MR/FR session, for a total of eight books per program cycle.

- Activity 1: Submit application to Humanities Washington to obtain books for each planned class.
- Activity 2: If Humanities Washington cannot supply all books required, appeal to community partners for donations.

Objective 5: Each MR/FR cycle will be followed by a break period to allow for evaluation and adjustment of the program.

- Activity 1: Three 8-week MR/FR cycles will take place in the first year of the program, with 8 weeks between each cycle for evaluation and planning.
- Activity 2: Four 8-week MR/FR cycles will take place in the 2nd year of the program, with 4 weeks between each cycle for evaluation and planning.

Objective 6: As qualified volunteers are available, MR/FR groups will be formed for speakers of languages other than English.

- Activity 1: MR/FR will be integrated with LCK's ESL programs.
- Activity 2: Olympic College's ESOL program administrators will be contacted for assistance in recruiting tutors.
- Activity 3: Bilingual tutors will be recruited through KCCHA and BHA and their support bases.

Objective 7: MR/FR families will receive small bookcases to support their new reading habits.

- Activity 1: Kitsap Youth in Action volunteers (a program of KCR and BHA) will build the shelves with donated materials.

Goal 2: Low-income Kitsap County families will enjoy "Flurry" (Families Love Reading) parties, where literacy activities and parenting skills are modeled and practiced in an atmosphere of fun and of working together.

Objective 1: At least 75% of families with a parent enrolled in MR/FR will attend a Flurry during each MR/FR class cycle.

- Activity 1: MR/FR tutors will promote Flurries.
- Activity 2: Head Start buses and volunteers will provide transportation to Flurries for MR/FR families.
- Activity 3: MR/FR families will be made aware that transportation is available, and will know how to request it.
- Activity 4: Flurries will be scheduled and located with input from MR/FR clients through the tutors, minimizing barriers to attendance.

Objective 2: Low-income families not enrolled in MR/FR will also attend Flurries, learning and enjoying basics of family literacy even if they cannot commit to a MR/FR group session cycle.

- Activity 1: Coalition partners will promote Flurries to the families in their programs.
- Activity 2: KCCHA and BHA will be asked to promote Flurries to their residents.
- Activity 3: Flurries will be advertised in non-print sources. Sample PSA radio spot: “Books are boring.’ [buzzer “wrong answer” sound effect] ‘I hate to read.’ [penny-whistle “whoops” sound effect] ‘Reading is too hard.’ [“uh-oh” sound effect] ‘Nobody goes to the library for fun.’ [boing-y “boggle” sound effect] Come and find out the real truth at Flurry Fest next Wednesday at the downtown Bremerton library, starting with a chili

supper at 6:00 and going 'til 7:30 or we can't stand it any more. Call the people at Families and Reading at xxx-xxxx to get a ride or find out more. You and your family can go FAR."

Objective 3: For each MR/FR cycle, at least 75% of respondents to the brief post-Flurry satisfaction survey will "Agree" or "Strongly agree" with the statement, "I had fun at Flurry tonight."

Objective 4: For each MR/FR cycle, at least 75% of respondents to the brief post-Flurry satisfaction survey will "Agree" or "Strongly agree" with the statement, "I will try at home some of the things we did tonight."

Objective 5: FAR clients and potential clients will have input and feedback regarding Flurry content and location.

- Activity 1: Client and potential client focus groups will be held to assist in planning Flurries, soliciting desired topics and activities as well as uncovering potential obstacles to attendance, whether perceptual ("My kids will be too loud") or practical ("I can't get there").
- Activity 2: Flurry planning surveys will be distributed to Head Start families and other potential clients.
- Activity 3: LCK, KCR, KCCHA and BHA will recruit volunteers for focus groups and surveys.

Objective 6: FAR clients will have a sense of ownership of Flurries by participating in preparation for and clean-up of Flurries.

- Activity 1: Tutors will recruit volunteers from MR/FR classes.

- Activity 2: The KRL FAR Coordinator, or the school representative running a school Flurry, will coordinate family volunteers.

Objective 7: Each Flurry will begin with a simple, nutritious meal.

- Activity 1: Seek volunteers to prepare food bought with FAR funds or donations. Rotarians and Soroptimists may wish to be involved.
- Activity 2: Solicit donations from restaurants (in line with Head Start nutritional guidelines).
- Activity 3: If interest among clients supports a pot-luck dinner, participants will bring dishes for the meal.

Objective 8: Each family that attends a Flurry will receive a free book.

- Activity 1: Apply to First Book (www.firstbook.org) for free book distributions.
- Activity 2: Solicit donations from Kitsap Reading Council, Barnes & Noble, Altrusa, The SUN and other organizations and businesses.

Objective 9: If funds or donations can be obtained, each family attending a Flurry will receive materials to perform the night's craft again at home.

- Activity 1: Apply for Washington State Family Literacy funds
- Activity 2: Request donations from local businesses and charitable organizations

Goal 3: Families in the FAR program will become library users.

Objective 1: Every FAR family will have at least one family member with a library card by the end of each MR/FR cycle.

- Activity 1: Tutors will promote the value of a library card in MR/FR sessions, and explain the benefits and expectations of library use.
- Activity 2: Library cards will be promoted at Flurries.
- Activity 3: Flurries held at libraries will conclude with invitations to sign up for a library card, with friendly assistance.
- Activity 4: LCK will work with the KRL FAR Coordinator to track MR/FR enrollees and library card sign-up.

Objective 2: At least 75% of FAR families will borrow at least 2 items from the library during each MR/FR cycle.

- Activity 1: Tutors will promote library use in MR/FR sessions.
- Activity 2: Head Start centers will promote library use to clients.
- Activity 3: As many Flurries as possible will be held at library branches.
- Activity 4: MR/FR parents will keep logs of their library use as part of their literacy activities. KRL no longer retains patron circulation records due to the USA PATRIOT Act.

Objective 3: Every MR/FR class group will have the opportunity for a library tour during or shortly after each 8-week cycle.

- Activity 1: Tutors will coordinate with library staff at local KRL branches to schedule tours for their MR/FR groups.

- Activity 2: Library tours will include hands-on practice using the library catalog and locating specific materials.

Objective 4: During each calendar year of the FAR program, at least 50% of parents who enroll in a MR/FR cycle will attend, or send their children to, at least two library programs (other than a Flurry).

- Activity 1: Tutors will promote library programs during sessions.
- Activity 2: Library programs will be promoted during Flurries.
- Activity 3: KRL's FAR Coordinator (or a volunteer) will collate program registration/sign-up lists with MR/FR enrollment lists to obtain statistics for an annual report.

Goal 4: KRL will support FAR in its staff, collections and services.

Objective 1: In the planning stages for FAR, KRL will create the 0.5 FTE position of KRL FAR Coordinator.

- Activity 1: The FAR Coordinator, formerly 1.0 FTE Children's Department staff, will remain 0.5 FTE in the Children's Department.
- Activity 2: Budget allocation or outside funds (possibly from Washington State Family Literacy funding to cover the Coordinator salary segment) will be sought to hire an additional children's librarian to cover the net staffing loss.

Objective 2: Each branch of KRL will hold the complete MR/FR

Storysharing list of 127 children's books before the end of the first year of the program.

- Activity 1: Titles not held will be acquired for each branch.
- Activity 2: The Friends of the Library for each branch will assist in soliciting book donations or cash donations toward books.
- Activity 3: The KRL Bookmobile will carry at least eight titles from the Storysharing list on every service run.

Objective 2: Library staff will welcome FAR families and be sensitive to their needs.

- Activity 1: The KRL FAR Coordinator will circulate FAR details to staff to inform them of MR/FR group activities and of what will happen during a Flurry at the library.
- Activity 2: The KRL FAR Coordinator will hold in-service trainings for staff to explain the nature of family literacy needs, the workings of the MR/FR program, and the goals of Flurry parties.
- Activity 3: The Library Director and branch managers will support the program and promote it to staff as a valued component of KRL's library services.

Goal 5: Internal evaluation of the FAR program will be systematic, continual, and productive.

Objective 1: Tutors will submit a Scheduled Class form for each MR/FR class cycle.

- Activity 1: Each tutor will have a copy of the Humanities Washington Scheduled Class form for each cycle (available from LCK and from the Humanities Washington Motheread website).
- Activity 2: LCK will collect the forms, ascertain that all forms have been collected, make copies for FAR, and submit them to Humanities Washington.

Objective 2: Every MR/FR parent will complete both the Beginning and Ending Questionnaire (see Appendix for form from Humanities Washington).

- Activity 1: The tutor will have the questionnaires (available from LCK and from the Humanities Washington Motheread website), and will distribute copies to group members.
- Activity 2: Tutors will assist group members in filling out the forms if they find them confusing or are uncertain what is required.
- Activity 3: LCK will collect forms from tutors, ascertain that all forms have been collected, make copies for FAR, and submit the forms to Humanities Washington.

Objective 3: Every MR/FR tutor will submit a Final Report at the end of each class cycle (see Appendix for form from Humanities Washington).

- Activity 1: Each tutor will have a copy of the Humanities Washington Final Report form for each cycle (available from LCK and from the Humanities Washington Motheread website).
- Activity 2: LCK will collect the forms, ascertain that all forms have been collected, make copies for FAR, and submit them to Humanities Washington.

Objective 4: At least 50% of families attending each Flurry will fill out a brief satisfaction survey. The survey will include three to five statements to respond to on a five-point Likert scale (Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree), plus space for comments.

- Activity 1: The KRL FAR Coordinator will design the survey with input from coalition partners.
- Activity 2: Enough survey copies will be prepared for each Flurry so that each family can fill one out.
- Activity 3: Families will be asked to fill out a survey before they leave.
- Activity 4: The KRL FAR Coordinator (or a volunteer) will maintain survey data for each Flurry.

Objective 5: Evaluation of MR/FR and Flurries will be qualitative as well as quantitative.

- Activity 1: Tutors and Flurry staff will listen to what clients have to say about the program and prepare anecdotal reports to coalition representatives to be discussed at monthly planning meetings.

- Activity 2: Head Start centers will assist in setting up focus groups with clients for informal discussion of facets of the program, how it is working, and what they would like to see.
- Activity 3: The FAR planning committee will analyze questionnaires, surveys and anecdotal feedback responses during each break between MR/FR cycles, and make any appropriate adjustments to the program.

Objective 6: The FAR planning committee will meet continuously, once per month, including during the breaks between MR/FR cycles.

- Activity 1: Committee members will share formal and informal feedback from clients and staff
- Activity 2: Committee members will respond to client concerns and change content, scheduling or locations as needed.
- Activity 3: FAR Committee meeting locations will rotate between the partners' different offices, to encourage understanding of each other's work and resources.

Reference:

Belzer, Alisa. "'I don't crave to read': School reading and adulthood." *Journal of Adolescent & Adult Literacy* 46.2 (Oct. 2002): 104-113.

2.5 Budget for First Two Years of FAR Program (2005-2007)

Item	Cost	Source
KRL FAR Coordinator	\$36,000 (0.5 FTE x2)	in-kind KRL
MR/FR administrative costs		LCK
Head Start administrative costs		KICC members
Tutor training	~\$500 (~\$25 x ~20)	Washington State Family Literacy funds
Gift books for MR/FR	~\$12,880 (8 bks x ~\$4 x ~10 parents x 23 centers x 7 cycles)	Humanities Washington; donations
Gift books for Flurries	~\$4,200 (~25 per Flurry x ~\$4 per bk x 6 Flurries per cycle x 7 cycles)	First Book; donations
Storysharing booklist for KRL branches	~\$4,128 (one-time; ~\$360-\$508 per branch)	Friends of Library branches; donations
Materials for Flurries	~\$2,500	Washington State Family Literacy funds; donations
Food for Flurries	~\$3,150	Donations
Total Costs:	~\$63,358	
Total Budgeted (not by donation or in-kind):	\$3,000	

2.6 Timeline

<i>Period</i>	<i>Activity</i>
June 2004-June 2005	Plan program, recruit tutors, secure funding and donations, plan Flurries, recruit families from Head Start
June 2005	Tutor training in Seattle
June-July 2005	First round of Flurries (before MR/FR—aid in recruiting families); tutors assist, and visit Head Start classes
Aug.-Sept. 2005	Break for evaluation; assign new tutors to Head Start classes
Oct.-Nov. 2005	MR/FR Cycle 1
Dec. 2005-Jan. 2006	Break for evaluation
Jan. 2006	Tutor training in Seattle; assign tutors to Head Start classes
Feb.-March 2006	MR/FR Cycle 2
April-May 2006	Break for evaluation; begin preparing annual reports
June 2006	Tutor training in Seattle (if needed)
June-July 2006	MR/FR Cycle 3
Aug.-Sept. 2006	Break for evaluation; complete reports
Oct.-Nov. 2006	MR/FR Cycle 4
Dec. 2006	Break for evaluation
Jan. 2007	Tutor training in Seattle (if needed)
Jan.-Feb. 2007	MR/FR Cycle 5
March 2007	Break for evaluation
April-May 2007	MR/FR Cycle 6
June 2007	Break for evaluation; tutor training in Seattle (if needed); begin preparing annual reports
July-August 2007	MR/FR Cycle 7
September 2007	Break for evaluation; complete reports