

## Application for 2010 Supplemental Funds Community Resources Program

*Submit signed original and digital copies of this application to the  
Community Development Division,  
Room 225, MMB, 215 Martin Luther King Jr., Blvd.  
Madison, WI 53701*

**Deadline: Noon on March 2, 2010**  
*(Late or incomplete applications will not be considered)*

<b>Program Title:</b>	Family First Literacy Program		<b>Agency:</b>	Literacy Network	
<b>Amount Requested:</b>	\$10,000	<i>Amount Allowable:</i> \$2500-\$10,000	<b>Current Community Resources Funding for this Program:</b>	\$13,008	
<b>Address:</b>	1118 S Park Street, Madison, WI 53715				
<b>Contact Person:</b>	Jeff Burkhart		<b>Telephone:</b>	608-244-3911	
<b>E-Mail:</b>	jeff@litnetwork.org				

- 1) **Program Description:** Summarize the programs major purpose and activities, demographics of intended population and geographic service area.

This program is designed for low-income limited English proficient parents and adult family members. The need and demand for this service is high, and is growing. We served 217 people through this program in 2009, far exceeding our program goal of 120. Most participants are women with limited formal education. Participants in the family literacy programs represent diverse ethnic and cultural backgrounds, including Southeast Asian, Eastern European, and Latino participants. All are adjusting to American life and culture, and experiencing cultural challenges in raising their children. All of the program participants served by this grant are residents of the city of Madison.

Our program is learner-centered, helping families to improve their confidence and abilities to function in our community. We provide a necessary service to those struggling most in our community. Learners become more involved in their children's education, and develop confidence needed to build a better life.

- 2) **Program Need:** Please describe the increase in requests for service or unanticipated economic hardship for your program that warrants application for this funding. For example: increased service participants, increased waiting list, specific increases to staffing hours or program hours, unanticipated program cost, or lost funding.

Literacy skills are essential, helping learners improve their ability to survive and support their families. While demand for our services in the past year has increased dramatically, funding for those programs has decreased. We lost \$6,562.50 for the 2010 program's United Way funding, and fell \$9,480.65 short in fundraising to support the program budget. Meanwhile, we exceeded our program numbers by 80% of our 2009 goal. In order to continue to provide this necessary service in a difficult year, we need to obtain additional funding quickly. The City of Madison supplemental funding would help to fill this shortfall in our program budget for 2010.

- 3) **Service Goals:** Please attach a copy of your Community Resources Program year end or December service report to this application. Please add a column to your service numbers section that identifies what your 2010 proposed new goal numbers would be if you were allocated the funds you are requesting.

- 4) **Fund Utilization:** Understanding that this is a one time allocation, how will these funds be used in 2010? Will the supplemental costs be allocated to staffing, program supplies or other expenses?

The City of Madison currently provides 11.2% of the funding for this program (Total program cost is \$115,834.) We have lost \$16,043.15 in external support for the program. The requested funds will be used to maintain programming

for the year, and continue to exceed our program goals by meeting the great demand for our services. Supplemental costs will be allocated to both staffing and program supplies, such as printing and photocopying.

5) **Budget:** Please provide the following information. You will be contacted if additional information is necessary.

<b>Program Budget</b>	<b>Current</b> <b>(as reported in your Budget</b> <b>appendixes in January 2010)</b>	<b>Proposed</b>
Personnel		
Operating		
Space		
Special Costs		
Total		

6) **Signature:** Name and signature of the principal individual responsible for this program proposal.

Name: Jeff Burkhart Title (if applicable): Executive Director

Signature: \_\_\_\_\_ Date: 02/22/10

**If you need assistance with this application or are unclear about how to answer the above questions please feel free to contact your current contract manager or staff at (608) 266-6520.**

## Literacy Network

### Semester Service Report: City of Madison

**Due Date: January 15, 2010**

Period Covered: June 3 – December 31, 2009  
Prepared by: Jeff Burkhart

Date: January 15, 2010  
Telephone: 608-244-3911

#### Service D: Family First Literacy Program

	<b>Number of Unduplicated Parents and Adult Family Members Served</b>	<b>Program Hours</b>	<b>Instructional Hours</b>
<b>Targeted schools/sites:</b>			
Sennett	24	27	214.5
Hawthorne	17	27	135
Goodman Community Center-Lowell Schenk, Emerson	49	54	647.5
Catholic Multicultural Center	7	64	44
Total this report	97	172	1041
YTD Contract Year	217	326	1041
Annual Contract Goal	120	310	960
<b>With 2010 supplemental funding*</b>	<b>200</b>	<b>320</b>	<b>1000</b>

*\* With losses of funding from other sources, we will see a \$16,043.15 shortfall for 2010. We hope to make up this shortfall in supplemental funding, and continue to exceed our program goals, providing a high level of service to the community.*

## Total Project Budget, 2009

<b>1 Funding Source</b>	<b>2009 Program</b>	<b>2010 Program losses</b>
Dane County Human Services		
United Way of Dane County	27,500	-6,562.50
City of Madison CDBG		
City of Madison Community Resources	13,008	
Other Government*		
Fundraising**	75,242	-9,480.65
User Fees		
<b>TOTAL FUNDING</b>	<b>115,750</b>	<b>-16,043.15</b>

## Supplemental Program Budget

Program Budget	Current	Proposed - 2010
Personnel	12,308	20,308
Operating	700	2,700
Space	0	0
Special Costs	0	0
<b>Total</b>	<b>13,008</b>	<b>23,008</b>

## 2. Narrative description of programmatic or administrative accomplishments:

### Overview

During the fall of 2009, Literacy Network provided English in the Schools (EIS) at three sites serving Madison Metropolitan School District families. One class was offered at Hawthorne Elementary, two classes were held at Sennett Middle School, and two classes were provided at the Goodman Community Center. The Goodman Community Center classes served families from Lowell, Schenk, and Emerson elementary schools. In each of the programs, instructors developed customized curricula to familiarize parents with their children's school system and our community at large, connect them more closely to school staff, increase their spoken and written literacy in English, and facilitate involvement in their children's education in the home.

For the first time, Literacy Network also provided a family literacy session tailored to English in the Schools families during the summer months. This was in direct response to

needs expressed by participating families at the end of the previous spring 2009 course. As reported in our spring semester service report, the parents were so interested in continuing their English studies that one mother went so far as to offer her garage as a meeting place for continuing classes! Fortunately, we were able to take advantage of space at the Goodman Community Center to make the summer session a successful reality. This course was in addition to continuing family literacy instruction offered in partnership with Dane County Parent Council at Catholic Multicultural Center in June and part of July.

Our regular venue at the Catholic Multicultural Center abruptly closed and we were relocated to the MATC building at Villager Mall, with childcare on the other side at the Harambee Center. Understandably this impacted on attendance, and despite strenuous efforts at recruitment and traffic direction by Literacy Network and Head Start staff, we saw a big drop in participants through the summer. Everybody soldiered on and we did a great job with the students who attended, working on some basics of English grammar and everyday vocabulary, with some work on applying that English to practical needs around tenants' rights and on the phone bill-disputing while providing top-flight childcare and parent education.

#### Curriculum and Materials

Parents in EIS classes were once again surveyed to determine their needs and interests. Many students expressed the desire to learn both school and community-related English to help their families. School-related topics introduced in our fall classes included, among others:

- American school system
- After school activities
- Parent-teacher conferences
- Excused vs. unexcused absences
- Filling out registration forms
- Body parts and communicating with medical staff
- Classroom objects
- Writing a letter to a child's teacher
- MMSD behavior policies

Instructors utilized a wide range of supplementary materials that included items from the MMSD school district such as menus and alphabet charts to meet their goals. One of our most successful activities across sites was the Reading Log that teachers encouraged their students to fill out. Parents took home a reading chart and recorded how many minutes they spent reading on their own and with their children each day. This helped them establish a reading routine and slowly increase the amount of time they devoted to this activity even in the midst of very busy days.

New this year was a special emphasis on dealing with illness and how it relates to school and work attendance. Students worked with an H1N1 letter and "When to stay home from school" guidelines from MMSD. Other resources that helped parents apply what

they learned in class to the home were articles such as “Parents as Partners in Reading” and a “10 Best Ways to Help Your Child Succeed in School” list.

### Accomplishments

Another goal of EIS programming is to inform students about community resources they access to continue improving their English and meet their personal and educational goals. Parents were encouraged to apply what they learned to their work and community lives as well. During the fall 2009 semester, students reported accomplishments outside the class. One woman pursued independent study by going through English workbooks in her free time. Another parent took the Compass test and registered in an ESL 3 outreach class at MATC. Numerous students connected with Latino Parents’ Night held at their schools. A growing number of parents received personal tutors through Literacy Network to continue their language studies. One EIS class took a field trip to the local public library to apply for library cards and check out books. Other noteworthy achievements reported:

- Students learned how to call in sick to class or work
- Two low-literate adults learned how to copy letters
- Many students felt more comfortable making phone calls after hands-on practice
- One mother participated in a parent-teacher conference in English for the first time
- A group of student purchased and maintained personal writing journals

Some of the student comments we received during the final evaluation reflected their progress and satisfaction with the instruction they received:

- *I felt more comfortable to go to the bank.*
- *The class helped me learn more words.*
- *The class helped me go shopping; ask about prices, or how to exchange sizes.*
- *I’m very happy with my teacher because she is friendly. She is wonderful teacher.*

### **3. Narrative description of issues, problems identified and/or unmet needs**

An ongoing challenge that limited-English proficient adults face is balancing family, work, and childcare needs to learn English. Many struggle to attend class consistently and manage the numerous scheduling conflicts and demands on their time. Learner retention was especially difficult during the fall 2009 semester. Initial surveys indicated great interest in English classes, but fewer parents were able to complete the entire course and some class rosters were small by the end of the session. When attendance waned, we attempted to intervene early with the help of our school site partner coordinators. They made regular telephone calls to figure out how students could improve attendance.

School coordinators reported the following reasons parents had trouble getting to class: the weather became too cold and snowy to take their young children out, many of their kids got sick this fall, transportation arrangements fell through (many students were mothers who either didn’t know how to drive and depended on others for rides or didn’t like driving in snow), and, not least of all, changes in work hours and a greater focus on short-term employment issues in this difficult economy.

Our goal for spring 2010 is to adjust class schedules and formats to ensure the best possible environment for parental involvement. We will continue to create classroom materials that have a real and immediate impact on learners' ability to improve their lives through language and effective communication. Finally, we'll encourage our school site coordinators to maintain an active presence and strengthen their personal relationships with parents so we can make our instruction as useful and accessible for families as possible.