

UNIVERSITY OF ILLINOIS @ CHICAGO'S

CENTER FOR LITERACY



2019

ANNUAL

REPORT

FAMILY START LEARNING & SUPPORT SERVICES

MESSAGE FROM OUR DIRECTORS:

Dear Friends,

On behalf of the UIC Center for Literacy, we invite you to learn about our 2019 Family Start (FAST) Learning & Support Service programs. In collaboration with the Chicago Department of Family and Support Services, FAST strives to empower Chicago Early Learning families by providing access to high quality, research-based programming that is designed to support the Chicago Early Learning Performance Standards and are aligned with the national Head Start Parent, Family, and Community Engagement Framework. FAST is focused on serving Chicago Early Learning programs in the highest need areas of the city.

WHAT WE DO...

Family Start Learning & Support Services (FAST), is a division of UIC's Center for Literacy. Through our partnership with the Chicago Department of Family and Support Services (DFSS), we work to empower and strengthen Chicago Early Learning families by providing families with educational tools and supportive services within the City of Chicago. To make this possible, our staff travels to Chicago Early Learning sites to provide parents with employment readiness, family literacy, and financial literacy workshops. Further, we operate multiple sites across the city that offer high school equivalency and English as a Second language courses. During the summer, Chicago youth receive employment opportunities working at various Chicago Early Learning sites. The Center for Literacy also provides supportive services for families and educators of children with autism and developmental delays.

We are very proud of our staff, AmeriCorps members, and community volunteers who are committed to supporting parents' progress towards achieving their personal and familial goals. However, we are most proud of the persistence demonstrated each day, in every class or workshop, by our Chicago Early Learning parents as they transition to lifelong learners, modeling the importance of education to their children.

Today we celebrate our 2019 successes, highlighted in this Annual Report, while also planning next steps to address challenges and develop a continuous quality improvement plan to assure success in 2020. Together with the Chicago Department of Family & Support Services, we look forward to continuing our support of Chicago Early Learning families.

Sincerely,

Dr. Kira Baker-Doyle & Ruby Camacho

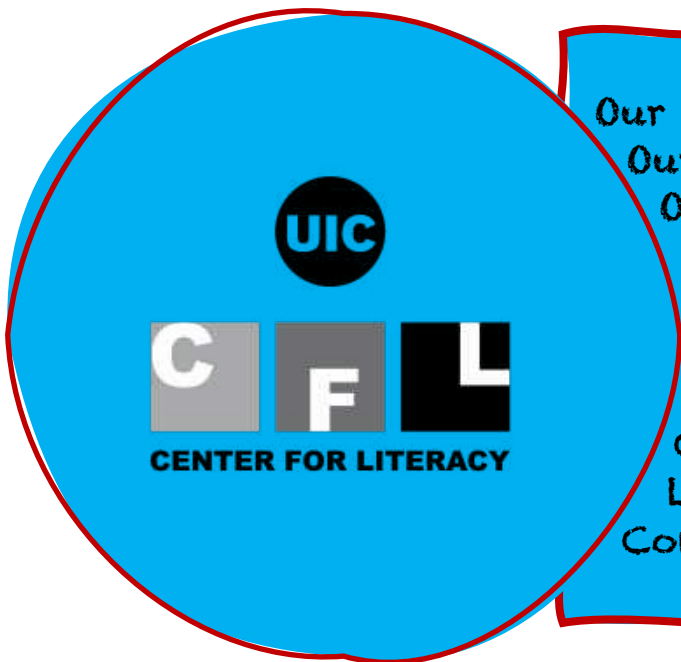


Dr. Kira Baker-Doyle
Director, Center for Literacy
& Associate Professor of
Education



Ruby Camacho
Associate Director of
Grants & Administration &
AmeriCorps Program
Director at the UIC Center
for Literacy

TABLE OF CONTENTS



Our Mission	1
Our Principles	2
Our Vision	3
Our Pedagogical Practices	4
Our 2019 Snapshot	5
Our Programs	6
CFL Special Events	16
Chicago Areas Served	17
Looking Ahead	18
Conclusion	19



OUR MISSION

...is to promote educational equity and community-based social capital through multigenerational literacy programming, research, and partnerships.



Educational Equity

is social justice in education, in which no one is denied the possibility to reach their educational



Community-Based Social Capital

is defined as the trusting relationships and social structures that facilitate relationship-building within a community and the relationships that connect people to the resources, information, and supports they need to achieve their goals and the well-being of themselves and their communities.



Multigenerational Literacy

involves a continuum of learning across the lifespan, and especially within families, to enable individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

OUR PRINCIPLES



We seek to be self-aware and in constant reflection about who we are and what we do. In order to achieve our mission, we believe that we must all work to understand our personal identities and biases in efforts to be culturally responsive and rooted in place.

With this assumption in mind:

- We **embrace** participants so they can feel safe, comfortable, and courageous as they bring their evolving, intersectional identities to our co-created learning environments;
- We **empower** participants to confidently explore new ways of understanding and reimagining our shared world;
- We **create** bridges to connect communities and open opportunities for cross-generational collaboration; and
- We **are** people, educators, practitioners, and community members who practice humility and self-care so that we may be responsive to the needs and goals of the communities in which we work



OUR VISION

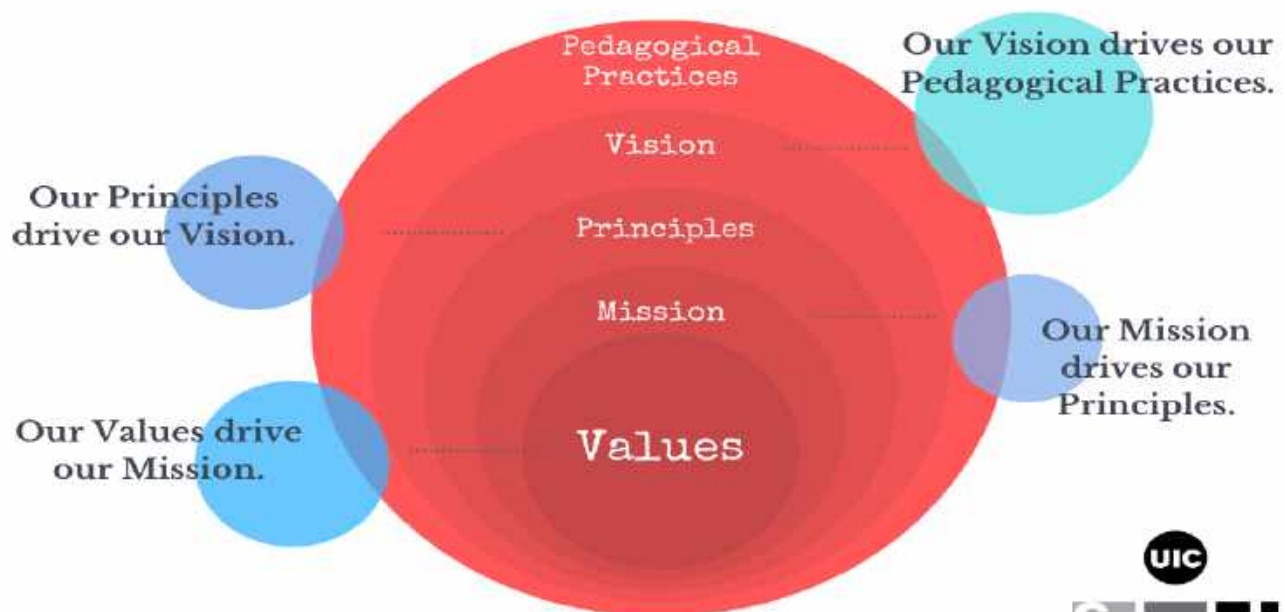


CFL will be a national innovator and leader in efforts to design and model culturally sustaining multigenerational literacy education practices that promote equity in our increasingly digitally connected world.

To achieve this Vision, CFL will:

- Leverage new modes of learning and connected technologies to support multigenerational learning, community-based social capital, and access to resources and opportunities.
- Cultivate community partnerships that help to build 21st century educational opportunity pathways for families and youth.
- Convene scholars at local and national levels to research and discover literacies of the connected world and build research-based resources to support equity in multigenerational learning.

CFL - Our Values Drive Everything!





OUR PEDAGOGICAL PRACTICES

Using a strengths-based approach, we build learning communities that tap into and expand our collective creativity. Our learning environments are organized with intentionality to support positive personal and professional growth. We work with individuals, families, and communities to advocate for the goals and issues that are important to their lives and well-being, drawing on community resources to build power at every level. This community-oriented approach - working in relationship *with*, rather than in relationship *to*, our participants and their communities - serves as a compass that guides us in a continual process of evaluating our work in order to keep it authentic and relevant to the rich diversity of Chicago's residents.

As such, below are the pedagogical practices we use in our work:

- Adapting and designing dynamic & intentional learning environments
- Co-creating reciprocal learning relationships
- Mobilizing shared literacy experiences to build transformative communities
- Engaging continuously in reflective practice
- Acknowledging & honoring participants' knowledge and experiences
- Embracing & supporting family as the foundation of learning
- Being a resource to equip individuals to accomplish personal goals & identify as life-long learners

2019 IMPACT SNAPSHOT



#AdultEd
Adult Education & Career
Transition

Adult Education
students that
attained a High
School Equivalency
(HSE) diploma.

32

HSE subject-area
pass rate for
students enrolled
in Adult
Education HSE
and ESL courses.

81%

22

Enrolled HSE
and ESL students
were residents of
Chicago Housing
Authority (CHA).

VISIT US

@ <https://cfl.uic.edu/fastservices/adult-education-and-career-transition/>

New participants who
attended PYO
workshops.

1538

Parent & Youth
Outreach

#PYO

94%

Demonstrated
measurable gains on a
retrospective pre/post
assessment.

VISIT US @ <https://cfl.uic.edu/fastservices/po/>

Outreach contacts to RCADD patrons.

1798

Resource Center for Autism & Developmental Delays
#RCADD

31

Trainings were provided by Resource Center for Autism & Developmental Delays.

679

New RCADD Patrons.

RCADD Consultations

1026

VISIT US @ <https://cfl.uic.edu/fastservices/rcadd/>

Social Service Department
#SSD

65

Family Service Workers who participated in a Communities of Practice (COP) training.

New Social Service Department training participants.

408

VISIT US @

<https://cfl.uic.edu/fastservices/service/>



Approximate service hours completed by **19** AmeriCorps Project MORE members within Center for Literacy service sites.

20266

Community Engagement
#EngageCFL

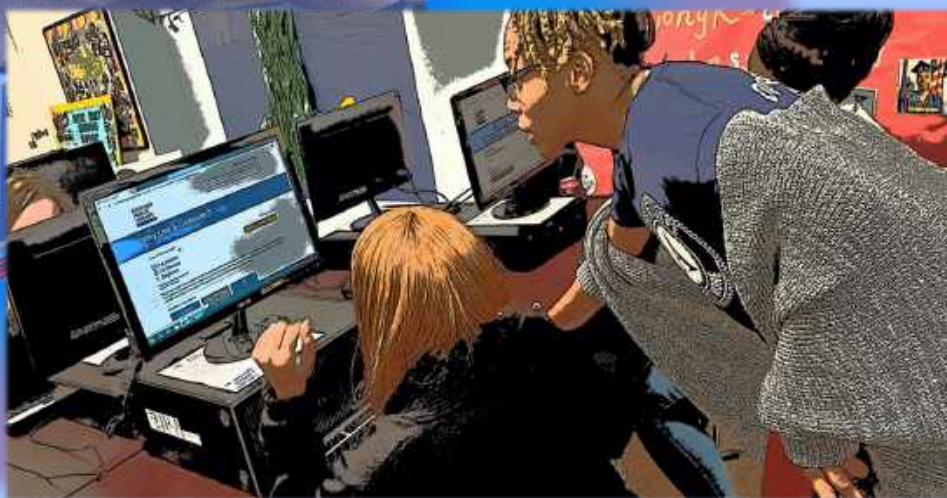
\$600+

The value of donations raised for family housing shelters throughout Chicago for distribution of resources to parents and children.

40

Non-profit and Community-based Organizations that attended volunteer management workshops and peer to peer learning sessions.

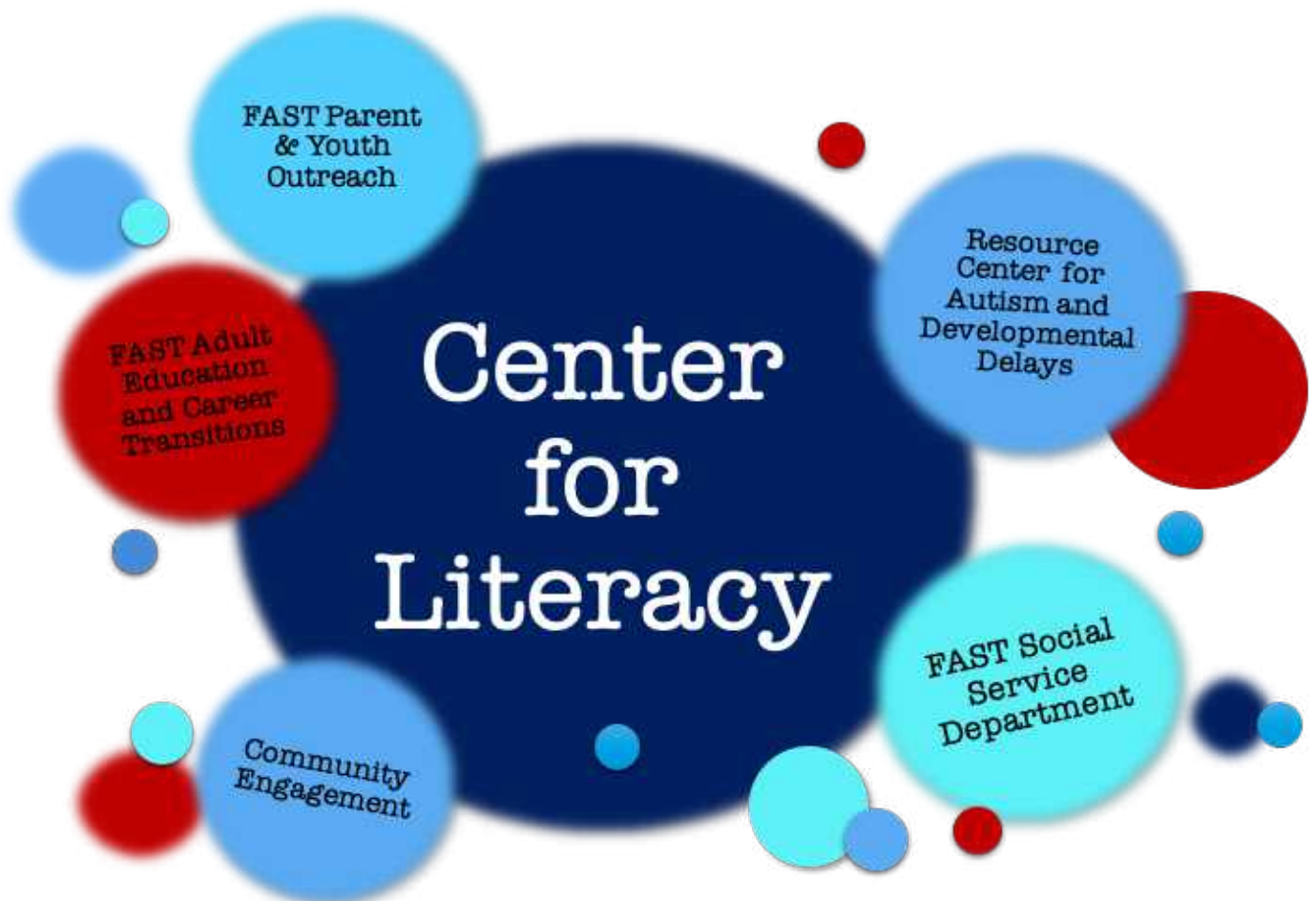
VISIT US @ <https://cfl.uic.edu/community-engagement/>



OUR PROGRAMS



Our programs work together to support families on a multigenerational continuum from adult education to family literacy, to youth education. All programming is supported by our social services and community engagement arms, toward connecting families with each other and to resources in the community.



OUR APPROACH



Our FAST key program components are:

- **Adult Education & Career Transition (AECT)**
- **Parent & Youth Outreach (PYO)**
- **Resource Center for Autism & Developmental Delays (RCADD)**
- **Social Service Department (SSD)**
- **Community Engagement Department**
 - **Volunteer Resource Program (VRP)**
 - **AmeriCorps (AC)**
 - **Community Volunteers (CV)**

The development of each of these FAST programs is based upon the knowledge that engaging parents in meaningful education, training, and advancement opportunities directly impacts their child. In addition, extensive research supports the findings that a parent’s educational level, unemployment status, and its associated economic and psychological stressors can have an adverse effect on children’s development and have a significantly long-lasting impact on children’s academic achievement.¹

FAST recognizes meaningful impact is dependent upon focusing on the Chicago Early Learning families as a unit. Only by actively supporting the family’s well-being and building stronger relationships between parents and children can learning and development for both be achieved in an impactful way. Therefore, each of the FAST key programs strive to engage participants not only as adult learners, but also as parents or guardians of young children.

Collaboration has been essential to our 2019 program success. In addition to our primary DFSS partnership, resources have been provided by the Corporation for National & Community Service, the Illinois Community College Board, and The Autism Program of Illinois. All of whom contributed to CFL’s program expansion, and enhanced services that CFL was able to offer to Chicago Early Learning families.

This 2019 Annual Report explores the highlights and accomplishments for each program component. Please note that the use of the term “parents” in this report, and all FAST program descriptions, refers also to other primary caregivers (i.e. grandparents, aunt, uncles, other adult family members, and older siblings who interact with younger children).

FAST’s approach is to facilitate programs that address the needs and goals of the adult family members, while supporting the adult’s role as a parent who, ultimately, impacts the growth and development of children. Through engaging parents in programs that acknowledge the importance of intergenerational learning, and by continuously seeking out partnerships that enhance community resources, FAST is transforming the Chicago Early Learning community.

¹ Rutherford, B., Anderson, B., & Billig, S. (1995). Studies of Education Reform: Parent and Community Involvement in Education | FINAL TECHNICAL REPORT VOLUME I Findings and Conclusions. Office of Educational Research and Improvement in the U.S. Department of Education, 1, 17–30. Retrieved from https://www.researchgate.net/profile/Shelley_Billig/publication/2506038_Studies_Of_Education_Reform_Parent_And_Community_Involvement_In_Educatio n/links/00b7d53a222b0b49a4000000.pdf



FAST ADULT EDUCATION & CAREER TRANSITION

HSE & ESL PREPERATION CLASSES

ABOUT US

In the **Adult Education and Career Transition (AECT)** program, we provide free classes and tutoring to parents interested in continuing their basic education, learning English, or obtaining their high school equivalency. We also support parents in making successful transitions to college programs, employment, and training opportunities. We strive to promote children's success in school in part by helping parents achieve their educational and economic goals.

69% HSE and ESL Session Completion Rate.

391 Students were enrolled in HSE and ESL courses.

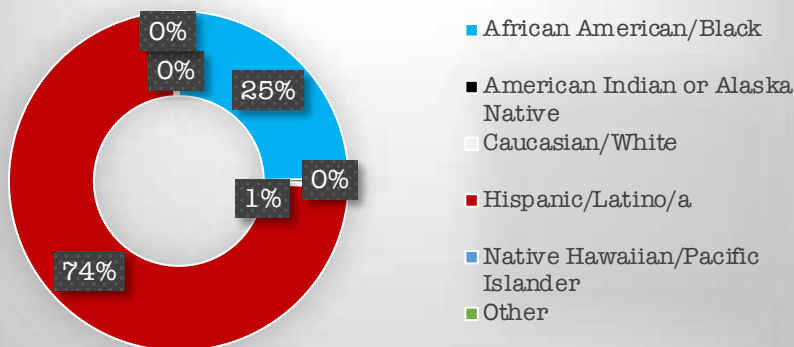
65% Demonstrated measurable skill gains on HSE or ESL post-assessment.

Congratulations Class of 2019

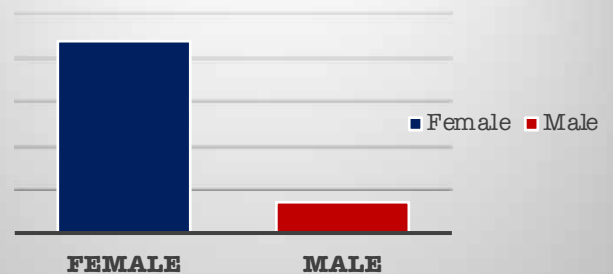


#AECT Learner Stats

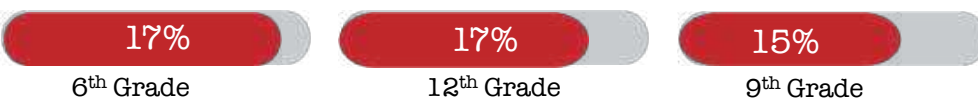
Ethnicity and Racial Breakdown



Sex Breakdown



Highest Educational Levels Completed



Average Age (in years)	40.91
Median Age (in years)	40
Youngest Age (in years)	19
Oldest Age (in years)	75



FAST PARENT & YOUTH OUTREACH

FAMILY ENGAGEMENT WORKSHOPS

ABOUT US

Parent & Youth Outreach (PYO) provides workshops and special events designed to engage parents at their child's Chicago Early Learning site. The workshops are comprised of research-based self-enhancement activities that are focused on financial management, pre-employment planning, and family literacy. In addition, our family literacy programs introduce home literacy activities that support children's early cognitive development and positive emotional growth. The male involvement division of Parent & Youth Outreach program oversees the Dad's Reading Daily (DRD) workshops which provide specific support and encourages dads to be involved in their children's education. Throughout the year, parents and children are invited to special events hosted by the Parent & Youth Outreach program.

Our Family Engagement Efforts

"All the UIC Programs for our families are a valuable resource. The parent's workshops provide a wonderful learning experience. The workshop information and supplies are a great resource for parents to use at home, getting their children ready for Kindergarten."

- Anonymous, Chicago Early Learning Site Director



#PYO Stats



457

Workshops were presented throughout the City of Chicago



3853

Workshop attendees actively participated in Parent & Youth workshops

96%

Surveyed indicated the concepts or skills taught would support their family's well-being.

33%

Attended more than one workshop in a year.

143

Chicago Early Learning sites received onsite Family Engagement workshops.





RESOURCE CENTER FOR AUTISM & DEVELOPMENTAL DELAYS

RESOURCES, REFERRALS & TRAININGS

ABOUT US

The **Resource Center for Autism & Developmental Delays (RCADD)** provides a rich collection of resources, trainings, referrals, and consultations by educational specialists to those who care for, teach and serve children with an Autism Spectrum Disorder or other developmental delays. These services are designed to support Chicago Early Learning staff and families as they address the needs of children with autism and other developmental delays. Trainings focus on understanding autism and the spectrum of developmental delays as well as strategies to effectively advocate for children with special needs. Parents and staff are introduced to visual supports and learning aids to use at home and in the classroom. RCADD staff also manage a lending library that includes books for parents and children, informational handouts, educational DVDs, computer software, and adapted toys and games, all available at no cost to the Chicago Early Learning community.

Our Resource Efforts



“I do not have any specific suggestions for improvement. I think the center is phenomenal and have recommended it to colleagues and parents. During the past school year, I attempted to facilitate visits with parents of students I was servicing. I will continue that effort and welcome recommendations on how to best facilitate/foster use by parents.”

- Anonymous, RCADD Patron

#RCADD Stats



2061

Personalized resources were checked out to support children with developmental delays.



85%

Demonstrated measurable knowledge gains on a retrospective pre/post training assessment.



2286

Combined resource room visits for both RCADD site locations.

90%

Ranked RCADD services and resources as meeting their needs.

443

Individuals participated in RCADD trainings.



FAST SOCIAL SERVICE DEPARTMENT

HOLISTIC SUPPORTIVE SERVICES

ABOUT US

The **Social Service Department (SSD)** which is comprised of Transitional Services, Case Management, and Parent Resource is a holistically designed support system which focuses on Chicago Early Learning’s Family Service Workers (FSWs) and Chicago Early Learning (CEL) families. For CEL families, the department provides professional development opportunities in the form of evidence-based communities of practice. In addition, the Parent Resource program helps to promote engagement and involvement by providing ongoing trainings, professional development and technical support to FSWs working at Chicago Department of Family and Support Services (DFSS) funded sites. The Social Service Department facilitates site-based Learning Circles, technical support, and citywide trainings. These trainings are intended to provide professional development, knowledge, skills, and support to FSWs, so they can effectively support parents in achieving their personal, family, and community goals.

Our Support Efforts



“I liked a lot this learning circle, because we need to be mentally ready before to support more families. There are a lot of overwork and stress in the place work and sometimes we didn't self care of us.”

- Anonymous, Chicago Early Learning Family Service Worker

#SSD Stats



98%

Training participants who reported on the post training evaluation that their expectations were met.



352

Follow-up and post-training outreach contacts made to training participants.



88
New Adult Education learners peer group Learning Circle participants.

8
Professional Development workshops were presented by the Social Service Department.

29
Chicago Early Learning sites received site-based technical assistance.





COMMUNITY ENGAGEMENT

VOLUNTEER INITIATIVES

ABOUT US

The **Community Engagement Department** provides short-term & long-term volunteer opportunities, which allows participants to get involved with Center for Literacy service projects. There are three facets of the Community Engagement department in which a person can participate, or a Community-based organization can develop and enhance their current volunteer program. In the AmeriCorps program, volunteers (“Members”) support Chicago Early Learning families and receive hands-on training to support adult education classes, provide financial literacy and work readiness workshops, and offer volunteer management support to organizations. The CFL Volunteers program offers short-term and long-term volunteer opportunities to help support our families through tutoring, mentoring or providing office support. The Volunteer Resource program offers volunteer management workshops, individualized training support, and cultivates peer-to-peer learning spaces that assist in developing or enhancing an organization’s current volunteer program.

Our Community Engagement Efforts



#EngageCFL Stats



\$500+

Raised in donations for American veterans.



52

Hours that 8 community volunteers contributed to CFL service sites.





SUMMER TEEN PROGRAM

TLC AND TPA SUMMER PROGRAM

ABOUT US

During summer months, the Parent & Youth Outreach program participates in the One Summer Chicago program, which supports families by placing teens at Chicago Early Learning sites which provide programming to children. This program offers employment opportunities for 150+ teens from Chicago Early Learning families. These teens serve as Teen Literacy Coaches, working as assistants in classrooms and providing reading enrichment activities for young children. The Parent & Youth Outreach program also partners with the Chicago Housing Authority to offer a Safe Summer Teen Peace Ambassador program, in which 30+ youth facilitate restorative justice programming with elementary-aged children. During the summer, Teen Literacy Coaches and Safe Summer Ambassadors develop independence and self-efficacy skills and are provided information about continuing down their educational and career paths.

Our Teen Engagement Efforts



The [TPA] program is helpful and it's an awesome program.

- Anonymous, Chicago Early Learning Site Coordinator

"The [TLC] teens read stories and played games with the children. Children received more individualized help as a result of another person [being] available to interact and talk with the children.

- Anonymous, Chicago Early Learning Site Coordinator

#Teen Stats



99%



58

Received a "satisfactory" or better rating on their employee performance evaluation.

Chicago Housing Authority (CHA) residents participated in the Summer Teen Program.



1650

Chicago Early Learning children received summer literacy services.

48

Chicago Early Learning sites hosted teens that provided either TLC or TPA services.

18700

Total hours the summer teens dedicated to their Chicago Early Learning sites.

CFL SPECIAL EVENTS



January 20
Martin Luther King
Day of Service



Served 200+ homeless children through literacy activities @ 6 Chicago shelters

March 1
El Valor Book
Giveaway



600 new children's books were distributed to, our community partner, El Valor.

March 23
LVI On the Road to
Literacy Conference



Served 150+ Illinois adult learners and adult education providers with learning activities.

July 19
High School
Equivalency (HSE)
Graduation Ceremony



32 adult learners were recognized for completing their high school equivalency.

August 15
Look What Parents
Can Do Conference &
Bill's Book Bonanza



450+ parents from across Chicago attended this annual conference.

October 26
SEEP Pitch Contest



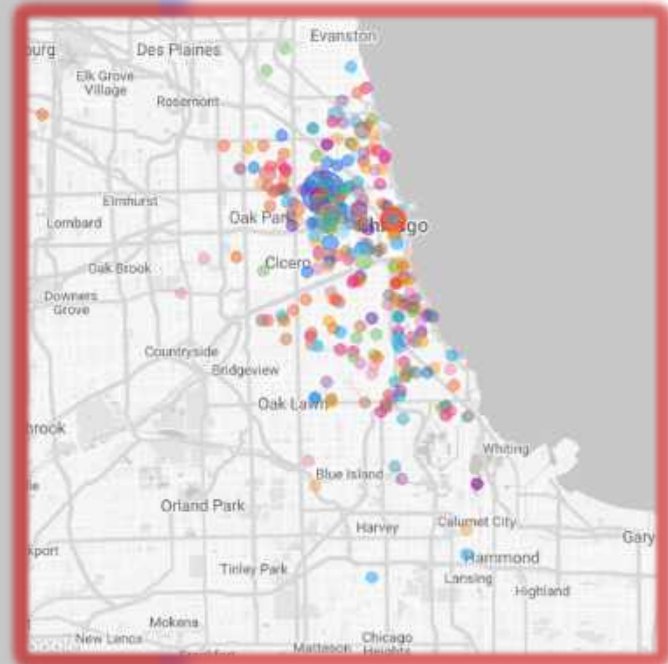
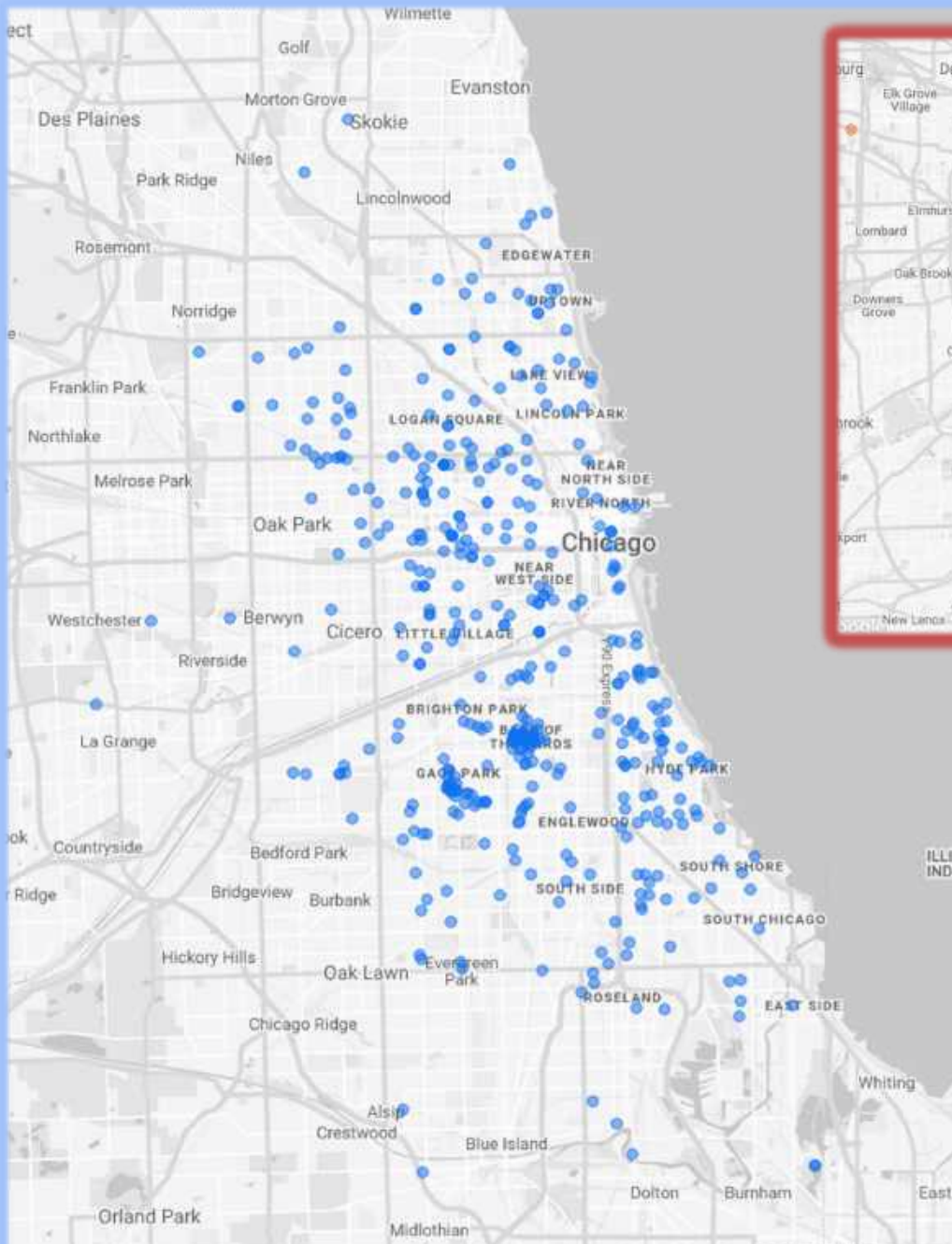
40+ students learned about social entrepreneurship & the value of starting social enterprises that impact communities.

November 11
Veteran's Day Pop-up
Shop @ Hope Manor



38 Chicago veterans received food and personal supply items.

CHICAGO AREAS SERVED



*The dots indicate the communities where our students and patrons reside.

SPECIAL NOTE: Our hub sites are located in the Back of the Yards, Bronzeville, and Garfield Park neighborhoods, which allows accessibility to our target population; FAST programs are centrally located in the communities where they reside, and we are conveniently located near their Chicago Early Learning site.

LOOKING AHEAD



As we enter 2020, we are excited to expand upon current initiatives and explore new opportunities to diversify our programming so we can reach more families than ever before. As we look forward to improving our outcomes, our new and recurring goals include:

- Increase visibility of our programs through increased social media presence and special events.
- Expand competency-based high school credential.
- Conduct impact studies to further demonstrate the positive effects of our program on participants.
- Seek new community partners to strengthen our network of resources for parents.
- Expand opportunities for Chicago Early Learning families.
- Develop parent learning cohorts to assure effective transitions to career and post-secondary educational opportunities.
- Strengthen, grow, and increase the capacity of the CFL Community Engagement Department.
- Expand remote/eLearning educational opportunities across all programming.

CONCLUSION



2019 was an incredible year with a few challenges and countless successes. We are very grateful for the continued support of all of our partner organizations, and, most importantly, all those in the community that consider our services essential to their family's well-being.

Thank you for taking the time to learn more about the Center for Literacy and the various programs that we offer within the City of Chicago.

If you'd like to learn more about UIC's Center for Literacy, please visit us @ <https://cfl.uic.edu>.



OUR 2019 MAJOR PARTNERS



The Center for Literacy's major 2019 partnerships were with:



THANK YOU FOR YOUR SUPPORT IN 2019



The Center for Literacy would like to thank the following **2019** contributors and donors for their support.

- Michael Gelder
- Ralph Lauren, 750 N Michigan Ave, Chicago, Illinois 60611
- Pat & Mary Ellen Mauro
- Shelley Maxwell
- Jessica Ticus
- Windy City Alumnae Club of Pi Beta Phi, 1154 Town & Country Commons Drive, Town & Country, Missouri 63017

FISCAL YEAR 2019 ANNUAL REPORT



The University of Illinois @ Chicago's
Center for Literacy

2019 ANNUAL REPORT

Prepared by

Chivon Multrie

Program Evaluation Coordinator
Center for Literacy

Delivered: June 2020

The following report is a summative of the Center for Literacy fiscal year 2019 (December 1, 2018 to November 30, 2019) services. The report was prepared and written by Chivon Multrie. Technical assistance and guidance were provided by Ruby Camacho, Associate Director and Briana Davis, Assistant Director of Literacy Research, UIC Center for Literacy.

Information included in the report covers the program's promised deliverables for the City of Chicago, Department of Family Support Services (DFSS) scope, internal evaluation completed in 2019, and a summary of programmatic impact.

Questions regarding this report should be directed to:

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