



Future Forward GUIDE

A Detailed Report on a Proven Model for Reading Instruction

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University of Wisconsin Milwaukee

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Future Forward Guide

Purpose of the Guide

The purpose of the Future Forward Guide is to describe Future Forward, a program proven to have an impact on students' reading abilities, so that others may learn and implement the program. The intended audience is anyone interested in learning more about an effective reading program, including researchers, funders, or policymakers, and particularly others who are interested in implementing Future Forward.

Organization of the Guide

The Future Forward Guide includes a description of the overall program, the research behind each of its components, and detailed information about how the program works.

What is Future Forward?

Future Forward is a reading program for early elementary school students that has three main components: the school sphere which provides students with reading intervention through one-on-one tutoring, following a research based model; the family sphere which includes regular contact with parents, plus home visits, to increase parents' skills in supporting their children's literacy education; and the community sphere which provides supplementary reading sessions after school, using a project based learning approach.

The Overall Future Forward Philosophy

Future Forward's ultimate goal is to help students become proficient readers, especially those who are struggling to gain proficiency. Future Forward accomplishes this aim by working collaboratively with students and their families. The program works because it is based on systematically assessing where students are in their reading abilities, extensive knowledge about what it takes to become a proficient reader, and its capacity to provide individualized support to each student and family to help them get there. Every programmatic decision and action in Future Forward is made with a focus on how best to serve kids and their families, remaining committed to finding what works for each child and each family. The program believes in starting with people's strengths – those of Future Forward participants, and also those of their caregivers.

Key Elements of the Future Forward program:

- Strength-based – Future Forward builds on the strengths that children and their families already have.
- Individualized – Future Forward tailors instruction and support based on what participants need.
- Relationship-based – Future Forward believes that success begins by having strong relationships.

- Rigorous – Future Forward is driven by high standards in all aspects of its program.
- Concrete – Future Forward is guided by clear, systematic, concrete strategies and steps in each program component.
- Reflective – Future Forward follows a model of continuous improvement to grow, adapt and thrive as a program.

Background

Future Forward was created by Boys & Girls Clubs of Greater Milwaukee in 2005 and piloted at one site in Milwaukee Public Schools (MPS) financed by the United Way. It was then launched in three MPS schools in 2006 with funding from the United Way and AmeriCorps. In 2010, Future Forward was one of 39 programs (out of 1700 that applied) to receive a Department of Education Investing in Innovation (i3) grant award. At this time, Future Forward expanded to 10 MPS schools (relying on funds from i3, the United Way and AmeriCorps) and began a rigorous, randomized control-trial research design.

Each Future Forward site is supervised by a certified teacher and has been allotted dedicated space for instruction by the school. Sites have approximately 50 students and 7-10 tutors, with each tutor helping 4-5 children. Tutors are college students as well as community members. The Future Forward program is free-standing, using its own materials and resources, yet depends on collaboration with school administrators and classroom teachers. Each Future Forward participant is scheduled to receive 3 half-hour lessons every week, during the school day. While the research-based lesson plan template precisely guides the tutor through the half hour, the specifics are designed for the individual student. Families are engaged with monthly contact, literacy events, and home visits.

Students

Future Forward draws students from Kindergarten through 3rd grade. There are multiple ways of recruiting Future Forward students and these decisions are often based on the requirements of the funding source. Initially, Future Forward students were chosen based on teacher recommendations of students who most needed extra help. The i3 grant necessitated randomly selecting students and the IAL grant drew students from the lowest 20% according to state test scores. It is possible to prioritize serving students who are at the lowest levels according to test scores or those near the proficiency level to help them reach proficiency. Students are given a Future Forward permission form and if students are in a Future Forward program that is part of a research study, they also must have parents sign a consent form.

Collaboration

Collaboration is one of the most important elements of the Future Forward program. Increasingly, educational organizations are recognizing that collaboration is essential in order to increase students'

academic achievement (Kania & Kramer, 2011). In order for Future Forward to reach its intended impact and implementation, collaboration must exist on many levels. Future Forward staff must collaborate across spheres in order to provide a comprehensive program for students. In addition, Future Forward must be embedded into the school rather than remain an isolated entity located within the school site. Collaboration allows for productive dialogue across organizations, creates necessary sharing of resources, and ultimately provides sustainability for the program and for students' literacy development (Austin, 2000).

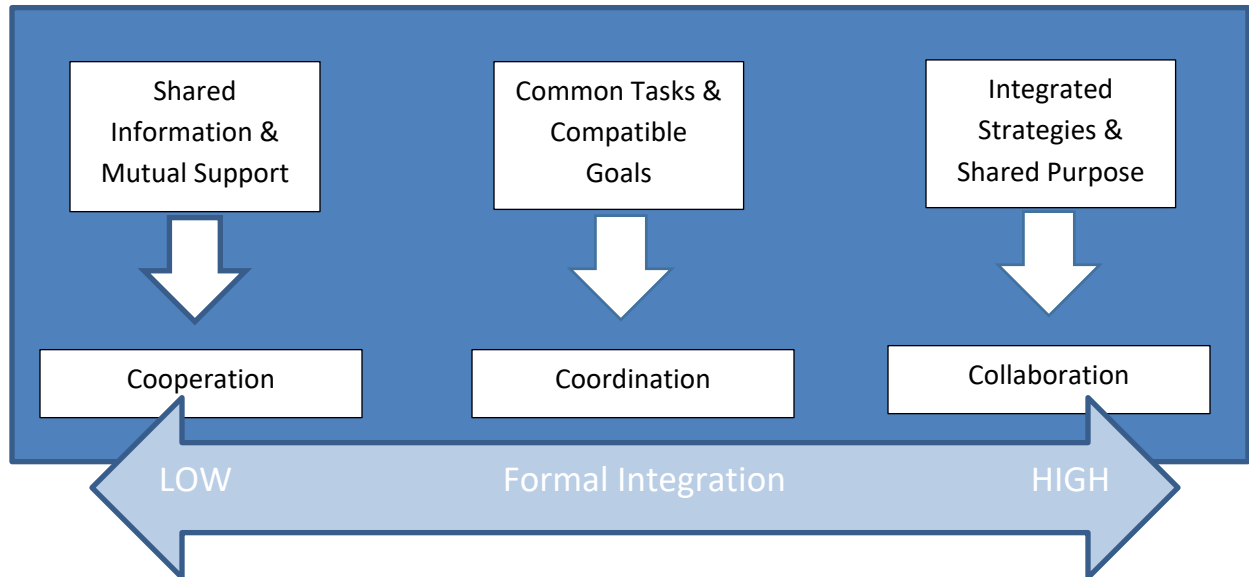
Although the necessity of collaboration is often recognized, it is very challenging in nature and usually does not just occur following business as usual. Future Forward has to make targeted efforts to build collaborative relationships. Collaboration is the foundation from which the rest of the work will stem but it only occurs through intentional strategic actions and ongoing responses to inevitable challenges. While collaboration involves building systems and structures, it hinges on establishing positive relationships between groups and people. Positive relationships require trust and trust necessitates all partners putting forth time, energy and effort into the communication efforts of building the collaborative relationships (Gajda, 2004). Bailey and Koney (2000) write that “although strategic alliance research focuses on organizations, the implementation of inter-organizational efforts has as much to do with individual relationships. For this reason, it is important to emphasize the human...elements of the process” (p. 29).

The definition of collaboration can often be seen by organizations as elusive and therefore difficult to implement and measure. One role that program evaluators can take is to use collaboration theory to provide concrete frameworks or blueprints for organizations to follow (Gadja, 2004). Therefore, in this Guide we have put together a blueprint for collaboration based on collaboration theory. In this Guide introduction, we provide a framework for collaboration between Future Forward staff and school staff in order to fulfill the expectations of the overall goals of Future Forward. In the chapters devoted to each of the spheres, we provide further information about collaboration with the school staff as well as collaboration between Future Forward staff.

Future Forward's collaborative framework is based on the work of Peterson (1991), Bailey & Koney (2000) and Gaja (2004). Peterson (1991) created a three point continuum of interaction for overall collaboration: 1) cooperation, where independent groups share information and resources to support each other's organizational outcomes; 2) coordination, where groups align activities or co-plan events or services that support mutually beneficial goals; 3) collaboration, where individual entities integrate their effort to realize a shared goal. Peterson's work was further developed by Bailey & Koney (2000) who were able to visually capture collaboration elements demonstrating their credence that “collaboration is a

journey, not a destination” (p.8). The Future Forward collaborative framework, adapted from Bailey & Koney, focuses on moving through the previously mentioned stages, see Figure 1, Collaboration Stages.

Figure 1. Collaboration Stages



Using this framework, the Future Forward program seeks to focus on cooperation, coordination and ultimately, collaboration. This work is predicated on Future Forward staff and school staff talking about the program, its process and its goals. These ongoing conversations will help to bring cooperation about the intentions of Future Forward which will help implementation move forward. In our framework, we identify specific areas of common goals. Further, we articulate systematic, structures, and activities to meet those goals. Finally, collaborative work becomes integrated strategies that define a collective purpose for the Future Forward program and the school in the literacy education of the students.

The collaborative framework is intended to be used as a way for Future Forward staff to envision, implement, and measure collaboration between Future Forward and the school in which it is located. It can be used to create a plan for collaboration; this plan will need to be reevaluated as the program continues to take shape over time. Ideally, the framework and plan is also shared with school staff. Doing so opens communication between all Future Forward stakeholders' whose work will be affected by the implementation of a Future Forward program in their school.

There are 3 overall areas of collaboration in the Future Forward collaborative framework:

- relationships with schools,
- connection with families,
- alignment to literacy

Future Forward collaboration framework

Area	Element	Cooperation	Coordination	Collaboration
Relationship to Schools	Relationship with school leader	Future Forward staff and principal know each other by name and face.	Future Forward staff and principal have regular and positive brief informal conversations. The principal values the program and occasionally visits the Future Forward room.	Future Forward staff and principal have regular informal and/or formal meetings. The principal sees the program as integral to his/her school and regularly visits the Future Forward room.
	Relationship with counterparts (literacy coach, parent coordinator, etc)	Future Forward staff and school counterparts know each other by name and face.	Future Forward staff and school counterparts know each other's program model, room locations and basic logistics and have occasional informal and/or formal meetings	Future Forward staff and school counterparts co-plan events and program elements and have regular informal and/or formal meetings
	Relationship to staff	<p>Future Forward staff holds open house and annual site meeting.</p> <p>Future Forward staff and school staff know each other by name and face.</p> <p>Future Forward staff gives school leaders and teachers copies of Future Forward newsletter.</p> <p>Future Forward staff has to pursue getting and maintaining school computer login information.</p>	<p>Future Forward staff holds open house, annual site meeting as well as holds or attends two other events for staff throughout the year.</p> <p>Future Forward and school staff know each other's program model, room locations and basic logistics. Future Forward staff requests (such as for making copies, getting keys) are met relatively easily.</p> <p>Future Forward staff has a mailbox at the school, gets the school newsletter, is on the school email list and electronic calendar.</p> <p>The school gets computer login information for Future Forward staff.</p>	<p>Future Forward staff regularly attends relevant staff meetings and school learning team meetings.</p> <p>Future Forward staff are treated as school staff.</p>
	Scheduling tutoring	Future Forward tutoring schedules are set up with some degree of resistance to participation.	<p>Future Forward tutoring scheduling is set up with eagerness to participate.</p> <p>Though no system is in place, Future Forward</p>	<p>Future Forward staff and school staff create schedule together .</p> <p>System is in place to update Future Forward staff about field trips, school events, or schedule changes.</p>

		Future Forward staff are occasionally reminded by teachers about upcoming field trips, school events, or schedule changes.	staff usually know about upcoming field trips, school events or schedule changes.	
	Space	Future Forward has an adequate space within the school.	Future Forward has a designated classroom within the school.	The Future Forward classroom is located near the K-3 classrooms.
Connections to Families	Family Events	All staff is given written notification to school events. Event date is checked with office staff.	Staff attends events occasionally. Future Forward Events listed on School Calendar	Staff regularly attend. Events are co-planned with school.
	Communication with Families			
Alignment With Literacy	Future Forward staff and teachers	Teachers know Future Forward staff by name and face. Teachers regularly interact with tutors and occasionally with PM and/or PP	Teachers know the elements of the Future Forward lesson plan and recognize Future Forward's impact on students.	Teachers view Future Forward as an extension of their teaching.
	Students' Literacy Progress and Instruction	Communication logs provide specific information on students' progress and content in actionable ways and are shared regularly with teachers.	Future Forward Instructional Coordinator and Teachers have ongoing communication (written or in person) about students' literacy progress. Future Forward lessons are informed by teachers' input. Instructional Coordinator reviews MAP scores.	The Future Forward program is integrated into the school improvement plan. School leadership, teachers, and Future Forward staff analyze MAP growth together.

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School

Optimism is the faith that leads to achievement, nothing can be done without hope and confidence. Helen Keller

Introduction

The Future Forward program's ultimate purpose is to improve students' reading abilities. The school sphere is where direct work on students' reading abilities happens. In the school sphere, students are tutored during the regular school day. Holding the sessions *during* the school day is important because it heightens students' attendance of tutoring sessions and because the Future Forward program connects to students' classroom teaching rather than being an outside entity. Students are tutored in individual sessions three times per week for 30 minutes. This configuration allows the Future Forward program to be a consistent part of students' school day learning and gives students 90 minutes every week to get the targeted one on one instruction that helps them grow in their reading abilities. At each site, a Instructional Coordinator who is a certified teacher oversees the tutors who lead the tutoring sessions. Tutors work with the same students throughout the year following a consistent schedule. The strong, positive relationship between tutors and students is an integral part of the success of the model. There is a set lesson plan (discussed in detail below) for tutors and students to follow during each tutoring session. Dr. Ruth Short¹, the original designer of the Future Forward tutoring lesson plan, believes that it is important for students, especially in interventions, to follow a consistent and predictable structure. Each lesson begins with a familiar activity to briefly review a skill the student has already mastered. After this activity, tutors give a running record assessment, which occurs every third lesson. This is followed by word play (phonics) activities. Next, students read a book that is on their instructional level and then they do a writing activity. Finally, tutors read a book aloud. All students are given the PALS (Phonological Awareness Literacy Screening) assessment at the beginning of the school year. PALS results are used to determine students' needs and create individualized students' lesson plans. Formative assessments are used regularly to further inform instruction. Ongoing coaching and training for Instructional Coordinators and tutors is an essential part of the effectiveness of the program and will be described below in further detail.

The Future Forward lesson plan follows a research-based approach. Balance is the key element of Future Forward success. Balance applies to *what* students learn and *how* they learn it. **Students receive**

¹ Dr. Ruth Short is a professor of education at the University of Wisconsin – Milwaukee and has worked with the Future Forward program as a consultant since its inception.

instruction on specific reading skills and read meaningful texts in every lesson. Students are provided explicit instruction and given opportunities for constructivist learning during each session. Specifically, students have explicit instruction in phonics based on their individual needs. The goal of phonics instruction is to help children learn and use the alphabetic principle — the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Knowing these relationships helps children recognize familiar words accurately and automatically, and decode new words. Knowledge of the alphabetic principle contributes greatly to children’s ability to read words both in isolation and in connected text. Systematic and explicit phonics instruction, the direct teaching of a set of letter-sound relationships in a clearly defined sequence, is more effective than non-systematic or no phonics instruction and phonics instruction is most effective when it begins in kindergarten and first grade and is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems (Reading First). Explicit programs provide teachers (or tutors) with precise directions for the teaching of these relationships. At the same time, effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds by reading words and stories. In addition to explicit instruction in phonics, Future Forward students have ample opportunities to create their own meaning of these skills by doing student-led activities and by reading meaningful texts at their instructional level. In addition to phonics, phonemic awareness is taught to students who still need to master these skills. Also, the Future Forward lesson plan actively builds a love for reading and stories by hearing a story read out loud by their tutor every day and by reading and discussing a book they read each day. ***By balancing explicit instruction with meaning making, isolated skills with actually reading, skills-driven work with a love of stories, Future Forward students grow as readers.***

The following section of the guide outlines how an effective balanced reading tutoring program works. This section explicates the Future Forward school sphere and will provide a plethora of information about a successful tutoring program. Combining literature drawn from the field of early literacy with descriptions of the Future Forward lesson plan and training created at the Boys & Girls Clubs of Greater Milwaukee, this guide will help Future Forward programs replicate the program and can also inform reading programs more broadly.

Mission

Future Forward uses reliable assessments to measure where students are when they enter Future Forward, researched-based systematic materials to guide them where they need to go, and a strengths-based approach to build strong relationships to help them become proficient readers. Future Forward is a

positive part of students' lives; the work of the program is done through building confidence in the students and through a lens of hope and optimism about what can be accomplished.

Key Elements

Meaningful: Lessons follow a detailed, research-based lesson plan.

Targeted: They build on the strengths of the students and are based on exactly where the students are and where they need to go.

Balanced: Future Forward balances specific, targeted word play instruction (phonemic awareness, phonics) and actual reading.

Differentiated: Tutors employ a wide variety of strategies tailored to the individual child to keep them engaged and to help them learn and grow.

Purposeful/Active: Students participate actively in their learning process. Tutors are facilitators while students are the ones leading the way.

Roles and Responsibilities

Each Future Forward site is supervised by a Instructional Coordinator (PM) who is a licensed teacher. The Instructional Coordinator oversees the daily implementation of Future Forward and supervises tutors on-site. They create schedules, organize the Future Forward room, maintain documentation and repots, and provide ongoing professional development and coaching to tutors. They also collaborate with the school principal, teachers, and other school staff as well as Future Forward Family Engagement Coordinators and Future Forward families to help the program run effectively. The Instructional Coordinator's oversee the school sphere (with all of its logistics) and provide training and coaching to tutors. The Instructional Coordinators must continually build the level of rigor of the tutor's lessons.

The tutor's primary role is to plan for and tutor students. Tutors create individualized lesson plans following the lesson plan template and tutor K5-3rd grade struggling readers during the school day 3 times weekly. Tutors are high school graduates; many of them are pre-service teachers or other college students. Tutors are recruited at college campuses as well as throughout the community.

Teachers often remark about how their Future Forward students' faces light up when their tutor enters the room. The Future Forward room is a place that students love to be. It is a place that they are welcomed into by all Future Forward staff, where they receive a plethora of positive attention and where they are seen for their strengths. A focus on literacy skills will dominate much of this section guide and is essential to Future Forward reaching its goals, *but it is the relationships that make all of this possible.*

Collaboration

The Future Forward school sphere maintains its success because of the collaboration among the Future Forward staff as well as between Future Forward staff and school staff. Future Forward Instructional Coordinators work closely with Family Engagement Coordinators and tutors. Instructional Coordinators and Family Engagement Coordinators are in close contact so that students' successes and challenges can be viewed in the context of their lives both inside and outside of school. Regular meetings and joint problem solving sessions provide the holistic support students' need. In addition, by working closely with tutors, Instructional Coordinators help the tutors grow in their instruction by reviewing students' assessments together, co-teaching lessons, and regularly observing and providing feedback. Family Engagement Coordinators also communicate regularly with tutors to provide the tutor with insights about students' lives and to learn from tutors about students' progress in Future Forward.

Future Forward staff also collaborate closely with school staff. Future Forward is not a pull-out tutoring program that happens after school or that is isolated from the classroom teacher. Instead, it is designed to support, align, and connect to what students are learning in their classrooms. There are many ways in which these connections happen. The most essential way is through Future Forward staff's (both PMs and tutors) continuous communication with teachers. Future Forward staff work with teachers to create initial tutoring schedules and to adjust tutoring sessions for field trips and special events. The collaboration runs deeper as well. Future Forward staff regularly communicate with teachers about Future Forward students' progress and the literacy instruction they are receiving in the classroom and in their tutoring sessions. It is this communication that allows for connections to be created. Future Forward staff share a communication log with teachers on a bi-weekly basis. This log includes the skills students are working on and have mastered. Teachers communicate back to Future Forward with information about the skills they are covering in the classroom. In addition, Future Forward staff familiarize themselves with school curriculum in order to make connections between the two contexts. It is important for school staff to feel ownership of the Future Forward program and to see it as a part of the teachers' instruction, and to be invested in its outcomes. Students' learning is most effectively enhanced when the Future Forward tutoring sessions connect to their classroom teaching.

Documentation and Assessment

Documentation plays a major role in the school sphere. Tutors document what they are planning to do with students in their lesson plans as well as what happened during the lesson (including students' assessments and work) so they can plan the next lesson. The Instructional Coordinators also do a careful tracking of data. In particular, in the school sphere, the following items are tracked: tutoring session participation (with optional data collected about the reason sessions are missed), reading level scores,

word play assessment scores, PALS scores and MAP scores (or other standardized test scores). They regularly check students binders to make sure they are keeping up with necessary pieces in the binder including the reading graph chart, their running records assessments, word play tracking sheets and lesson plans. In addition, tutors receive mid-year and annual evaluations based on their performance and their adherence to the attendance policy.

Observations of Tutoring Sessions

Instructional Coordinators also regularly (at least monthly) observe tutors using an observation form to provide feedback to help them continually grow as instructors. In order to initially develop the observation protocol, SREED worked with the Future Forward staff.

The first step in the process was to review the Future Forward lesson plan framework. Over the course of the 2010-2011 school year, SREED observed tutoring sessions at each Future Forward site. Notes from these sessions were reviewed with the Future Forward program director. SREED staff introduced the purpose of measuring the fidelity of implementation in addition to the framework, drawn from Century, Rudnick and Freeman (2010), which would guide this process. SREED staff then worked with the Future Forward leaders to finalize the necessary components to include in the observation form. At this point, SREED created the observation protocol in collaboration with Future Forward leaders. The protocol documents whether or not the lesson plan elements occurred, in what order they took place, the amount of time they encapsulated, and what other activities happen. It also records specific information about several of the elements, including the materials used and the specific activities that occurred. In addition, the observer notes the level of preparation for the lesson and evidence of training application.

At the beginning of each year, training sessions are conducted for the Instructional Coordinators. To prepare for the training sessions, a tutoring session is videotaped for group observation in order to practice the fidelity of implementation observation protocol. The protocol was originally tested at two sites prior to training in order to make sure the guide and protocol worked effectively. During the testing phase, Dr. Lander and the Instructional Coordinator observed the session together and practiced using the protocol. These joint observations and discussions led to further changes to the protocol and observation guide. SREED and Future Forward staff, watched the videotaped sessions and coordinated their responses as well.

SREED and Future Forward conduct the training sessions. The training covers the definition and importance of measuring fidelity of implementation and the logistical details about how the fidelity of implementation observations of the tutoring program will be completed. Next, the program managers watch a video of a tutoring session and complete the observation protocol based on the video. The trainers

then lead a whole-group discussion with the Instructional Coordinators to discuss the range of answers and to explain the answers that SREED and Future Forward staff have marked; thus informally developing and establishing inter-rater reliability.

The next step in the process is to establish inter-rater reliability while observing *actual* tutoring sessions. SREED visits each site and observes a tutoring session at the same time as the site's Instructional Coordinator. SREED staff and the Instructional Coordinator fill out the observation protocols separately. After the tutoring session, they compared their answers and came to the same understanding of the protocol answers.

At the end of the first year using the observation protocol, the Future Forward evaluation team met to review the data, check the quality of the data, reflect on the process, and prepare a preliminary report for the Future Forward staff. Based on this preliminary report, the evaluation team noticed data quality issues emerging as Instructional Coordinators left some components of their tutor observation forms blank (unmarked). To rectify this situation, a re-training session occurred in which it was stressed the importance of completing each box of the observation form, including marking a "0" if the element was missing or "NA" if the element was not a necessary part of the lesson plan observed. Program managers continued to implement these measures. The observation protocol witnessed minor changes in order to capture the evolving priorities of the program. The evaluation team and the area manager met several times to discuss potential changes. In addition, they each observed several tutoring sites to consider the state of the program and co-observed videotaped sessions to discuss program implementation. Based on these observations and discussions as well as a review of the program's 2011-2012 data, alterations were made in the Word Play, Writing, Reading at the Instructional Level, and Tutor Read Aloud sections.

Training

Instructional Coordinators and tutors must have a strong foundation in early literacy and how to teach early literacy to K-3rd grade students. The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarizes the five components of effective reading instruction as:

- o Phonemic Awareness
- o Phonics
- o Fluency
- o Vocabulary
- o Comprehension

Future Forward also covers two areas especially important for early literacy: letter naming and print awareness. This section covers the background knowledge provided in Future Forward school sphere training sessions.

PHONEMIC AWARENESS

It is essential for Future Forward staff to have a depth of knowledge about phonemic awareness because of its essential role in building a reader's foundation. Phonemic awareness is the ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of sounds. Many young children who struggle to become proficient readers lack an understanding that speech is composed of a series of individual sounds. Substantive research shows that phonemic awareness and reading acquisition are related. According to Yopp, "in order to benefit from formal reading instruction, youngsters must have a certain level of phonemic awareness. Reading instruction, in turn, heightens their awareness of language" (1992, p. 696). Specifically, it is essential that students work directly on phonemic awareness until they show that they have mastered these skills. Mastery of these skills includes being able to identify and make oral rhymes, identify and work with syllables in spoken words (for example by clapping out different syllables in words), and identify and work with individual phonemes in spoken words (for example by stating the first or last sound). Future Forward staff have training in the different components of teaching phonemic awareness: identifying phonemes, categorizing phonemes, blending phonemes to form words, segmenting words into phonemes, deleting or adding phonemes to form new words, and substituting phonemes to make new words. Future Forward's objective for phonemic awareness activities is to improve children's ability to understand that their speech is made up of a series of sounds by breaking down and manipulating spoken sounds.

Phonemic awareness instruction is included in Future Forward in a variety of ways: sound matching activities, sound isolation activities, sound blending activities, sound addition or substitution activities, and segmentation activities. Future Forward's philosophy is that phonemic awareness instruction should be included by having students work on these skills in isolation as well as have them incorporated into other literacy activities, such as during shared reading or read alouds. These activities are integrated into children's interaction with meaningful language and print, such as when they are reading a book at their instructional reading level, doing shared reading, or doing tutor read alouds.

PHONICS

Training also includes how to teach phonics instruction. Phonics refers to the (a) knowledge that there is a predictable relationship between phonemes (the sounds in spoken language) and graphemes (the letters used to represent the sounds in written language), (b) ability to associate letters and letter combinations with sounds and blend them into syllables and words, and (c) understanding that this information can be used to decode or read words. “Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words” (Reading First). The Future Forward lesson plans include phonics bins that teach students these skills.

FLUENCY

Fluency has increasingly been recognized in the field as a key element of literacy. In the Future Forward program, the focus on fluency is on one thing: comprehension of text. There are several components of fluency that are part of comprehension: expressiveness, prosody (reading smoothly), rate, and accuracy. Rate is especially important because when the reading is slow and choppy, the reader usually doesn’t understand what he/she is reading. Tutors help students read at a normal speaking rate. Another important aspect of fluent reading in Future Forward is endurance which is the ability to continue reading with appropriate accuracy, rate, prosody, and comprehension over an extended period of time. Fluent readers are not easily distracted and read in an effortless, flowing manner. The lack of fluent reading is a problem for struggling readers because they often read in a stilted way with a focus on decoding at the word level and this makes comprehension of the text difficult, if not impossible. While skilled readers might not need explicit instruction on fluency, struggling readers often need direct instruction in how to read fluently and research has clearly demonstrated the significance of fluency in the development of reading proficiency. Common fluency assessments such as the one-minute assessment narrow fluency to accuracy and rate. While Future Forward staff emphasize rate and speed is very important, they do not use one-minute fluency assessments during tutoring sessions because fluency is far more than accuracy and rate; attention given to these quantifiable features can overshadow other important components. In interventions such as Future Forward it is particularly important to understand more deeply what makes a child struggle with fluency in order to provide instruction based on their needs.

Future Forward staff also teach students to learn high-frequency words in order to speed up reading. High-frequency words are the hard-to-define words such as “there”, “what”, and “the”. These are words that students can’t figure out from the illustrations or by sounding them out. There are several aspects of the Future Forward lesson plan that help readers learn to decode words because this is an essential skill

in being a proficient reader, but learning high-frequency words can aid in fluency. It is also important to get beyond these sight words. In particular, Future Forward tutors are encouraged to use the strategy of chunking words in order to help students read fluently. For example, if a student is trying to read the word “planetarium.” Future Forward tutors are trained to help students look for the word “plan” or even “planet” within the larger word planetarium. Several components in the Future Forward lesson plan are key to developing fluency: building sound/symbol correspondence, reading books at a student’s instructional level, and including writing elements.

VOCABULARY

Learning vocabulary is essential in Future Forward in order to build reading comprehension. Vocabulary development is the development of knowledge about the meanings, uses, and pronunciation of words. The development of receptive vocabulary (words understood) and expressive vocabulary (words used) is critical for reading comprehension. Future Forward staff need to understand vocabulary development in both formal instruction- where specific words are chosen, taught and reviewed, and informal instruction- which happens through daily conversations.

One of the most important ways Future Forward students are intended to learn vocabulary is through conversations with their tutor and the Instructional Coordinator. A big part of vocabulary development is in the informal conversations between tutors and students, including when they pick up students and drop them off at their class, when they walk down the hallway, as well as throughout the lesson sessions.

Tutors are encouraged to be purposeful and to look for opportunities to use vocabulary words, and to get the kids to use them. “Although all opportunities for conversations with children have value, purposeful, strategic conversations can be designed to explicitly develop children’s understanding and use of vocabulary to develop young children’s word knowledge”(Neuman). Tutors are trained to be mindful of words and word usage, and to ask questions that get students to use the words they are learning.

Vocabulary work is embedded in each section of the lesson plan, especially during the word sorts.

Another key element of the Future Forward lesson plan that includes vocabulary is the book walk that tutors do with students each time they begin a new instructional reading book.

COMPREHENSION

Underlying all Future Forward staff training is the key notion that comprehension is the reason for reading; if readers can read the words but do not understand what they are reading they are not really reading. Reading comprehension refers to the understanding of the meaning of a passage. Reading comprehension depends on various underlying components, including decoding (the ability to translate text into speech), knowledge of word meanings, fluency (the ability to read text accurately and

automatically), and the ability to understand and interpret spoken language. Struggling readers may have difficulty with any of these components of reading or with multiple components. Good readers are purposeful and active.

There are six strategies that have a firm scientific basis for improving text comprehension (Reading First): monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. Explicit and direct comprehension strategy instruction is most effective. In this method, tutors explain to students why the strategy helps comprehension and when to apply the strategy, model how to apply the strategy usually by “thinking aloud” while reading a text, and provide guided practice that helps students practice the strategy until they can apply them independently. Future Forward staff receive training on Bloom’s Taxonomy which includes different levels of comprehension including: remembering, understanding, applying, analyzing, and evaluating. Most importantly, Instructional Coordinators understand the importance of having tutors stop regularly while kids are reading to check for comprehension and talk to them about what they’re reading. Even when kids can decode and sound like they are reading, it is essential to make sure they are comprehending what they are reading.

Training includes several possible ways to include reading comprehension in tutoring sessions. It is important for Future Forward staff to understand several points about comprehension. First, students who learn to read actively are more engaged in their learning and start to make their own connections and ask their own questions. Second, comprehension work is necessary for young students, beginning in kindergarten, because the earlier students learn to have a conversation with themselves while they read or are read to, the stronger their higher level thinking skills will be as they grow as readers. The most important goal is to teach students to be active readers, to have a conversation with themselves in their heads while they read or while someone reads to them. Tutors need to know a variety of strategies to use with students when they are reading and stuck on a word other than telling them the word or asking students simply to sound out the word. These include: having students look at the picture for clues as well as helping students decode words by segmenting, chunking, or blending.

Future Forward staff also receive training on the Future Forward lesson plan. The lesson plan has 7 sections: familiar activity, running record, word play, reading at the instructional level, writing, and a tutor read aloud. Below is the basic information tutors need to know. More detailed information is presented in the next section.

FAMILIAR ACTIVITY

The Familiar Activity is a very brief element that gets the student ready for learning by reviewing a skill they have recently learned.

RUNNING RECORD

The Running Record is the assessment students take to monitor their reading level progress.

WORD PLAY

Word Play is a key element in the lesson where students receive targeted, differentiated instruction on foundational reading skills including phonics and phonemic awareness. Word play is individualized to focus on students' needs. It is centered on two main activities: Word Sorts and Making Words. These activities combine both constructivist learning and structured instruction. Each of these activities focus on specific skills and tutors are explicit with students about the lesson's foci. Word Sorts involve students sorting words into various categories to increase their understanding of the structure of sounds and letters. Making Words involves students using different letters to make words and provides a structured way for students to learn how the sounds of language are put together. Students also read phonics-based books during Word Play time and do enrichment activities to cement their understanding of the focus skills.

READING AT THE INSTRUCTIONAL LEVEL

During every Future Forward lesson, students spend time reading a book at their instructional level. Before reading the book, they do a book walk to familiarize themselves with the content and vocabulary of the book. Students read both fiction and non-fiction books. As students read, tutors use a variety of strategies to help students decode and make meaning of text. Students use graphic organizers to build comprehension skills.

WRITING

Students spend time each lesson writing sentences connected to their Word Play skill or their instructional reading book. Tutors help students correctly spell the words in their sentence(s). Elkonin boxes are a central piece of Future Forward writing and used to help students encode words. Elkonin boxes are an instructional method used in early elementary grades to build phonological awareness by segmenting words into individual sounds/boxes.

TUTOR READ ALOUD

The lesson ends with a brief opportunity for students to hear their tutor read a book aloud.

Program Elements

The Future Forward room and materials

Whether in the city of Milwaukee, or the rural countryside of Missouri, the Future Forward room looks the same. The Future Forward room is a classroom within the school that provides the necessary environment for Future Forward success. It is a welcoming space rich in print, books at all levels, color, and motivating quotes and signs. It is well organized and spacious so that there is room to think, read, and learn. There are tables set up for tutors and students filled with a wide range of supplies including markers, scissors, mini white boards, and letters. There are comfortable chairs and places for students to read. It also contains the plethora of materials necessary to make Future Forward successful which include:

- Student Binders for each student where tutors store their lesson plans, daily work, and sticker chart.
- Leveled Books for students to read during their Instructional Reading time and associated running record forms
- Books for Tutors to Read Aloud
- Word Play Bins which include all of the word sort and making words materials
- Prizes for students once they fill their sticker sheets
- Enrichment Activities
- Print Rich Environment

The Future Forward Lesson Plan

FAMILIAR ACTIVITY

The familiar activity is a very short activity (one minute). The goal of the familiar activity is to review skills that the student can complete easily to review and to start the student off in a confident space to get them ready for learning. It can be completed as students walk with the tutor from their classroom to the Future Forward room or when they first enter the Future Forward room.

RUNNING RECORD

The running record is a brief assessment students take after they have read a book at their instructional level two times. The goal of the running record is to see if the student can read the book independently. To take a running record, students read approximately 100 words of the book and note how many words students read correctly independently.

WORD PLAY

Students have a particular phonics and/or phonemic awareness skill focus for each lesson; it is identified from students' assessments and it is noted on the lesson plan. The tutors use materials in word play bins

to teach phonics and phonemic awareness. The bins were created to centralize resources for specific these skills. They help the tutor know what skills to teach and in what order. Tutors use the PALS assessment to determine where students' gaps are in phonics and phonemic awareness and where each student should start in the bins. The students then go in order through the units and lessons in the bins; they work on a particular skill until they show mastery of it on formative assessments. Pre and post tests are used with each unit in the bins to determine the needs of students and when they are ready to move on to the next unit. The activities and materials included in the bins are: making words, word sorts, flip books, and phonics and decodable readers. This section describes in detail what quality word play instruction looks like.

MAKING WORDS: Future Forward uses making words activity drawn from Patricia Cunningham's *Systematic Sequential Phonics They Use*. It is based on a phonics scope and sequence, providing a structured way for students to investigate the sounds of language. In this activity, students identify phonemes, categorize phonemes, blend phonemes to form words, and delete, add, or substitute phonemes to form new words. The making words lessons are broken down into the following elements: consonants, short vowels, digraphs, long vowels, r-controlled vowels, and other common vowel patterns. For each lesson, the teacher selects a group of letters that the student will use to build words. Tutors were also taught to have the letters already sorted so that students do not waste time searching through all of the letters. The making words activity allows students to manipulate the sounds of language by physically arranging letters to form words. The bins include a scripted lesson plan from Cunningham's book for tutors to use as a guide. This activity is for students who still need help with letter sounds, sounding out words to read or spell them, and who aren't independently segmenting and blending. Making words should be a brief part of the word play section of the lesson plan. If necessary, one making words activity can be done over two lessons. It's easy for tutors to get caught up in the process of doing Making Words and lose sight of the purpose. The focus should always be on the **sound** of the letter, not the **name** of the letter. The purpose of this activity is not for students to identify letters, but to *hear* the difference between letter sounds. Students should not be silently following tutors' instruction during Making Words and simply moving letters around; students should say each sound as they pull letters down to blend, delete, add, or substitute phonemes to form new words. The steps of the Making Words activity are:

- Tutor explicitly introduces the phonemic awareness focus skills
- Student says the name and sounds of each letter
- Tutor says the sounds the students are looking for, not the letter
- Student pulls down the sounds together, rather than each individual letter, when appropriate
- Student blends the letters to state the word

WORD SORTS. Word sorts (drawn from *Words Their Way* by Donald Bear and Marcia Invernizzi) involve students grouping sounds, words, and pictures into specific categories. Students sort word cards or picture cards into categories, making discoveries and generalizations about the conventions of spelling. Students compare and contrast word features such as consonants and digraphs so they can discover similarities and differences within the categories. Students work on an individual word sort skill until they receive at least 80% on the *Words Their Way* assessments.

Quality word sort instruction follows these steps:

- The tutor should state the focus skill (for example, today we are working on short a and short e sounds)
- The student should say each word aloud (repeating it after the tutor if necessary)
- The student should be the only one moving the word sort cards
- The student should read the words going down in each column (once all the cards are placed or if they are having trouble during the sort)
- The tutor should use strategies to help if the student struggles instead of telling them the answer or moving the card.
- The student should summarize skill/learning at end of the sort (for example, today we worked on short a and short e sounds)

FLIP BOOKS. Flip books are a short activity where students manipulate the phonemes they are currently working on to create various words that share the same sound. The flip book activity is drawn from *The Big Collection of Phonics Flip Books*. In this activity, students are blending and substituting phonemes to form words.

PHONICS AND DECODABLE READERS. The bins also include materials to use phonics readers or decodable readers from the Reading A-Z series to work on students' phonics skills. Phonics readers are sound/symbol books with words or phrases corresponding to phonics skills. Students may read or find these words or phrases, rather than reading the entire book. Decodable readers are longer stories corresponding to phonics skills.

READING AT THE INSTRUCTIONAL LEVEL

During each lesson, students read a book at their instructional level. Their level is determined by their initial PALS assessment. Students remain on a level until they pass 3 running records at that level and then they move onto the next level. Students read fiction and non-fiction books equally. Each new book begins with a book walk. A book walk is when the tutor and students look through the book before reading it and talk about what the student thinks the book is going to be about, who they think the

characters are, if the book connects to anything in their own lives. They may discuss prominent or unknown vocabulary words. For non-fiction books, the tutor and students may discuss any graphs or text features in the book. During this section of the lesson plan, students hold the book, turn the pages, read the words, and point to the words while they read (when they need this focus). The students develop fluency as they read. Tutors use strategies when students struggle to decode a word rather than telling students what the word is. These strategies include: say the first few sounds of the new word, stretch the word out slowly, put the sounds together, look for a chunk or part of the word that you know, look at the picture for clues, skip the word and read to the end of the sentence and attempt to read the word again, reread the sentence or word.

Comprehension is a main focus during this part of the lesson. Tutors work on reading comprehension with students daily when they read with students at their instructional level by asking discussion questions and explicitly teaching reading comprehension strategies. The Future Forward program focuses on the following reading comprehension strategies: asking and answering questions, sequencing, identifying story elements, identifying cause and effect, comparing and contrasting, identifying the main idea and details, and making connections (text to text, text to self, text to world). Each instructional reading book is labeled with one of these comprehension strategies and a corresponding graphic organizer is used to teach each strategy. During planning time, tutors identify the comprehension skills that is associated with the book, choose questions that are tailored to the book, include higher level thinking questions, and choose a graphic organizer to use with the book that goes with the comprehension skill and student's ability. During the lesson, they tell the students the comprehension skill they will be working on, ask questions related to this skill, and fill out a graphic organizer together with the student relating to this skill. After the book is finished, they review the comprehension skill and graphic organizer.

WRITING

During each tutoring session, students come up with one sentence to write, connected either to words focused on during word play or in their instructional reading book. The focus during this component should be on writing individual sounds and words rather than the content of what the student writes. Students come up with their own sentence, but the tutor should guide the writing of it letter by letter. With struggling readers, it is important to focus on the sound/symbol match and conventions of print and to make the connection between sounds and symbols explicit. Because the tutoring session is only 30 minutes, and is an intervention, writing in Future Forward focuses on this sound/symbol relationship and specifically teaching the kids how to figure out how to spell phonetically regular words. The writing portion is something the tutor and student do together and that tutors need to be heavily involved in it. Future Forward students should not use invented spelling during their tutoring session because it is more

efficient to have students write words correctly the first time, doing what they can on their own, with the tutor walking them through the rest letter by letter with no guessing or mistakes. The tutor should choose one phonetically regular word (or part of a word) from the sentence that the student does not know how to spell correctly and use Elkonin boxes to help the student sound out and spell the word correctly.

Elkonin Boxes. The purpose of Elkonin boxes is to help struggling readers learn to hear the sounds and match them to letters. To do Elkonin boxes, tutors should draw a line for each letter in the word. If the tutor thinks the student knows a letter in the word, the tutor will sound it out, asking what letter should go in that spot. If the student says the correct letter he/she should write it on the line. If not, the tutor should say what the letter is and have the student write it correctly. The tutor should divide the paper (or white board) into a writing area and a working area (with the Elkonin boxes). When a sentence is done, the tutor or student should write it on a sentence strip, cut it apart, and have the student put it back together. The tutor can put the word in an envelope, write the sentence on the envelope and send it home.

TUTOR READ ALOUD.

The purpose of the read aloud is for students to hear fluency modeled and to enjoy the language or content of a book that is above their instructional or independent reading level.

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Family

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of the parents.”

-Jane D. Hull

Introduction

Family engagement is at the core of the Future Forward program. Each site has a Family Engagement Coordinator who builds relationships with families, contacts families regularly, holds family events, and visits families’ homes.

Future Forward’s goal is to work *with* families rather than just providing information and opportunities *to* families. Future Forward emphasizes a shift from relying solely on traditional family involvement practices (attending meetings, volunteering, signing and returning forms) to honoring and incorporating practices the family engages in at home. A focus on relationship building and incorporating a reciprocal approach to family collaboration is the thread tying the structural components together. The foundation of this section of the guide is a blend of research-based, best practices for working with families and the effective experiences of implementation by Future Forward staff.

Increasing family involvement in educational experiences has been continually recognized as an important component of school improvement efforts. Specifically, research suggests that involving families in tutoring programs can improve children’s academic knowledge, skills and confidence (Bryan, 2005; Harvard Family Research Project, 2009). Encouraging family involvement in educational programs traditionally focuses on families attending events, receiving information from staff, volunteering (Epstein, 2001), and generally exhibiting “good parent” behaviors (Li, 2010). Challenges exist to such engagement, especially when there is a mismatch between schools and families in terms of language, schedules, and expectations. When these challenges are not addressed, family engagement can be difficult to establish (Lopez & Stoeling, 2010). Attempts to lessen these disparities can increase the success of parent engagement efforts. Particularly, getting to know families and the ways that their lives are structured outside of the educational setting may lead to a reciprocal relationship that can increase involvement (Graue & Hawkins, 2010). In addition, honoring what the family is already doing at home that supports the child’s academic skills can be integral to increasing engagement (Nieto, 2012).

The purpose of this section is to outline structural aspects of a family component of a program and strategies for including a reciprocal and culturally responsive relationship. This guide explicates the Future Forward family component and will aid in the dissemination of the Future Forward model to other sites. It

describes the work conducted by staff of the Greater Milwaukee area branch in their dedication to the families Future Forward serves. This work will assist programs aiming to incorporate family involvement or to enhance an already existing system. Replicating effective practices of the Future Forward family component is a delicate dance. The pieces are interwoven and must work together in order to be successful. This guide attempts to disentangle these tightly bound elements while understanding fully that they truly cannot be parsed apart. We challenge those attempting to instill a new or enhance an existing family outreach component of their program to consider: What role can a culturally responsive family component and staff have on enhancing and increasing family involvement for a literacy intervention program for young children?

Mission

Future Forward's family engagement efforts are based on this type of reciprocal relationship. The overall Future Forward philosophy is to take a strengths based view of families. The main purpose of the family sphere is to let families know their children's specific reading abilities and progress. Family Engagement Coordinators translate students' specific knowledge to families and give them simple tools so parents can help their children continue to grow. The program is designed to connect to strategies families are already engaging in with their children and to help parents make those strategies more impactful.

Key Elements

Positive: Future Forward creates a positive atmosphere for parents who may have experienced past hurts, intimidations and/or mistrust of school settings

Community Building: Future Forward gives parents opportunities to converse with other parents with similar experiences and/or situations

Bridging school-home: Future Forward shares individual students' progress with families and involves parents in the learning process as it pertains to Future Forward and home

Supportive: Family Engagement Coordinators learn the strengths, needs, and interests of parents, and form productive relationships with them based on respect, non-bias attitudes and consistency

Roles and Responsibilities

Family Engagement Coordinators are the link between the program and the families. They plan, organize, and implement programs and activities that relate to family engagement for Future Forward families. Specifically, Family Engagement Coordinators coordinate activities for monthly family events, including actively seeking parental involvement; track member participation in assigned program areas and document results and progress of members; and conduct a minimum of two home visits per Future

Forward family. They also coordinate the Future Forward home library program so it aligns with family events and work collaboratively with teachers, program managers, and tutors to ensure that parents receive information on their children's progress and how best to support their children's achievement. Below are several components of the Family Engagement Coordinator role presented in detail.

Know all student participants

The Family Engagement Coordinator should be a visible part of the program to the students. Knowing the names of students is the initial step in building a relationship. Being present in the tutoring areas, assisting tutors in the pick-up/drop-off of students, positioning themselves at the front door of the program location, and having photo lists (a photograph of the student with the name underneath) are all ways that the Family Engagement Coordinator can learn the names of student participants. Beyond the surface level of knowing names, the Family Engagement Coordinator should work towards having a relationship with the students. This may include knowing the child's interest, their development in the tutoring program, their attendance at school (or the program) or something about their life outside of academic work.

Continuously build relationships with families and between families

The Family Engagement Coordinator and family relationship is an evolving partnership that will continue to grow over time. The Family Engagement Coordinator's role is to continuously work towards sharing information about the tutoring program with the family and also understanding what the family's needs and goals are for their child. Family Engagement Coordinators build relationships through regular contact, home visits, and family events. The Family Engagement Coordinator will conduct at minimum two staggered home visitations per year for each student and hold monthly family events. (Specific information on home visits and home visitation is in a subsequent section of this manual and will provide much further detail of what is included for this aspect of the job.) The Family Engagement Coordinator will support current home practices and offer strategies for including content specific support in the home. For example, the Future Forward Family Engagement Coordinator will model how to do a picture or book walk with the family. This would include explaining the value, demonstrating the techniques and gifting a book to the family to suggest practicing in the future. While the home visit is a time to offer content specific support to the families, it is also a time to build the partnership relationship. Through informal conversation, the Family Engagement Coordinator can learn about the family and their home practices in order to bring this back to the tutoring program.

Collaboration

Collaboration between Family Engagement Coordinators, Instructional Coordinators and tutors ensures a continuous flow of communication about students' progress in the program and their attendance. Collaboration can be achieved through weekly meeting, communication logs or informal conversations.

Weekly meetings should occur with the Instructional Coordinators and tutors to talk about the accomplishments of the week and strategies for moving forward into the next week. These weekly meetings are a time to discuss student progress in the program, both positive and negative. This information assists the Family Engagement Coordinator in communicating with families about their student's success or areas of improvement. Through communication logs that the tutors fill out, the Family Engagement Coordinator is able to track student attendance in the program and notice any patterns or areas of concern to discuss with families. The Family Engagement Coordinator can use this information to assist families in ensuring that their child routinely attends the tutoring program. The communication log is filled out by tutors 2x/month for Family Engagement Coordinators to give them specific information about each child. The log entries include the number of sessions they have attended out of the number possible so that PPs can talk to families about increasing students' attendance if this is a problem. They also document the specific phonics and phonemic awareness skills the students have been working on and have mastered as well as how the child's behavior has been during tutoring sessions. Tutors also note any materials that were sent home (books or activities) so that Family Engagement Coordinators can go over these specifically with parents to see if they received them, to ask them to be on the lookout for specific materials, and to discuss any questions parents might have to help them support their child's use of these materials. (Appendix: Communication Log).

Documentation and Assessment

Recording the events and communication that occurs is imperative for the family component. This includes recording interactions between the Family Engagement Coordinator and Instructional Coordinators, tutors and families. Family Engagement Coordinators track family contact information, the number of attempted and successful contacts they have with each family each month including the newsletters that are sent home, the number of RSVPs and attendance at family events, and the number of scheduled, attempted and successful home visits.

The Family Engagement Coordinator should also document interactions and communications with the family in a Family Communication Log. A protocol of how to use this log should be provided to all Family Engagement Coordinator staff. This would be completed after each exchange with the family, such as via telephone, email, or in-person at a monthly event or home visit. The Family Communication Log should include all of the following parts: the site/location name (of the program), the child's name, the date, the mode of contact, whether or not it was 'successful', the family relation to the child (mother, grandfather, aunt, etc.), the content of the discussion and notes about the interaction. It is advised that this be a conversation between the managerial staff and Family Engagement Coordinators during training to ensure consistency in recording the interactions with families.

Training

Training to clarify the Family Engagement Coordinator role could adjoin general training or introduction to the Family Engagement Coordinator role yet there should be specific time devoted to exploring the role and program mission. The training should encompass time to provide a written definition of the Family Engagement Coordinator role, allow time for small groups to discuss the different components of this role, and facilitate a larger discussion in order to construct a group understanding of what this role is, how it should be defined, and their place in the program.

In order to communicate with families, Family Engagement Coordinators need training on how to convey literacy information using family-friendly language. This requires a comprehensive understanding of basic literacy components and those tailored specifically for the tutoring program. Depending on the reading levels and developmental focuses of the student participants, trainings should be unique to reflect the program. The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarizes the five components of effective reading instruction as:

- o Phonemic Awareness
- o Phonics
- o Fluency
- o Vocabulary
- o Comprehension

Parent partner training on literacy should include understanding these five components and knowing how to share literacy information with families. These trainings should occur regularly throughout the year so that there is time for reflection, knowledge building and practice. Future Forward training for Family Engagement Coordinators contain general definitions of the five components of effective reading instruction as well as specific knowledge about the Future Forward lesson plan design and each section of the Future Forward lesson plan. This training covers how to do word sorts, making words, running records, Elkonin boxes, and book walks.

Most important for Family Engagement Coordinators is how to share information with families. Removing the jargon and making information understandable to families who may or may not have background knowledge about literacy practices is key for the Family Engagement Coordinator. The ability to translate the information about the child's progress in the program will promote a deeper understanding of the program and how the family can provide literacy support at home. It is important to note that what the Family Engagement Coordinator may be sharing with families may be new, or may rattle or clash with practices the family already uses. This cultural mismatch can appear harmless yet can become a struggle for the student as they hear conflicting instructions between home, school and the tutoring program. For example, if a family is focused on identifying **the letters** in the word 'hat', they

intend for their child to say h-a-t. In school or a tutoring session that is focused on phonemic awareness or **sounds**, the teacher and/or tutor is instructing and asking the child to identify the letter sounds /h/ /a/ /t/. Sharing this information (about differentiating letters and sounds) with families attempts to lessen the divide between what is happening within tutoring sessions and at home, thus making it cohesive for the students to learn to read.

Returning to the main goal of this section of the guide, it is imperative to work *with* families and create a reciprocal relationship. This cannot be done if the Family Engagement Coordinator shares information *to* the family. The Family Engagement Coordinator will be sharing strategies that have empirical support behind them (NICHD, 2000) yet the families have strategies that work for them. It is important to listen and affirm the families about their home practices and then build from them. If a Family Engagement Coordinator discounts the family's work, it designs an unequalled power relationship between the tutoring program and the family. This refers back to the cultural awareness training presented next.

The family component of a tutoring program adds a new cultural layer. Active participation of families in the program requires a cultural understanding of the home and community environments, goals for their children, and the historically accumulated knowledge and skills that are valued within families (Gonzalez et al., 2005). With this new multi-cultural match up of the tutoring program and families comes potential for differences in language, communication styles, approaches to time, and values. Here in lies an incredible challenge for and importance of the Family Engagement Coordinator role. The Family Engagement Coordinator must navigate the workplace space culture, including the program's content information, and the family and community's cultures. The differences may not be obvious when initiating the family component yet subtle differences can evolve over time. Exploring one's own culture and becoming culturally aware of those you work with (both internal staff and families) will work to bridge any discrepancies between the program and the family and strengthen the partnership between the two.

Training on cultural awareness should occur to help Family Engagement Coordinators reflect on their own culture, explore judgments held about other's cultural practices, and develop ways of communicating with families that is culturally aware. Programs may decide to include all staff (Instructional Coordinators, Tutors) in this training as well. The training begins with establishing a working definition of culture. This can include, but is not limited to language, artifacts, possessions, race, behaviors, interest groups, social economic status, textiles, gender and so on. Culture here is described as the social world around us, everything that makes or influences a person (both positive and negative). A critical aspect when working on defining culture is to reinforce that though race is part of culture, they are not synonymous terms.

Three main skills to focus on during this type of training are empathy, respect and appreciation. Family Engagement Coordinator staff will demonstrate empathy towards families through active listening and connecting with them. Taking time to reflect on the subtle overlaps the Family Engagement Coordinator may have with the families they serve is an important aspect here. By listening to, responding and remembering what was shared, the Family Engagement Coordinator will begin to build a relationship with the family.

Showing the family that not only is their time is of value but also the information they have to offer about their home practices (not just academic activities) are of value promotes a respectful relationship. It also demonstrates an appreciation for what it is they do in the home. Understanding someone else's perspective will take work. The Family Engagement Coordinator should have training opportunities that provide scenarios of both positive and negative partnership situations in order to practice their role. Verbal reactions, facial movements, voice inflections, and gestures can give impressions to the family of comfort and discomfort. Acknowledging that cultural practices may be different than one's own begins to bridge the partnership between the tutoring program and the home.

Before diving into instructive professional development to train staff on how to work with families, attention must be made to cultural understandings. Recognizing and acknowledging life experiences of others is an integral piece when designing a collaborative relationship with families. Due to the delicacy of this topic, proceeding carefully and thoughtfully should be at the forefront of this professional development. Discussing sensitive topics such as race, ethnicity, social economic status, gender and sexual orientation should be conducted in an environment that is an open and fair. People engaged in this type of professional development may feel vulnerable and withdrawn if it is not properly handled. Outsourcing a moderator with experience in handling these types of topics may be hired for assistance. When communicating with others, there will inevitably be challenges. There will be people that may not share similar perspectives as the Family Engagement Coordinator and/or Future Forward program. This may be demonstrated blatantly or it may be subtle; however, the safety and integrity of the staff member and program must be honored at all times. If at any time the Family Engagement Coordinator staff feels that there is not a mutual level of respect, it is advised that they remove themselves from the situation and seek support from managerial staff.

It is also important to conduct training sessions with Family Engagement Coordinators prior to conducting home visits. Home visitation can resemble a stereotypical middle school dance; each group on a side waiting desperately for someone to make the first move. The awkwardness and hesitation present in this scenario can be reflected between families and academic organizations when the idea of home visits is discussed. The viewpoints of both groups may be the same, but most likely there is nervousness around

this event because a professional organization coming into the home may be a new concept for the family. This is why the role of the Family Engagement Coordinator is so important to the program. They convey to the family that this is an opportunity to work together to better meet the needs of the enrolled student.

Program Elements

This section contains the action of the family component that work together to build the reciprocal relationship between families and the tutoring program. It includes a variety of methods of communication, monthly family events, and home visits. These ongoing methods create a space between the program and the family of open dialogue and the sharing of information back and forth.

Communication

An easily defined yet difficult to ensure piece of family outreach is communication. Not only will the Family Engagement Coordinator will be sharing information about the program, student progress, and content specific practices that can be conducted at home *with* families but also listening to information *from* the family in order to best develop a partnership. With respect to the complex lives of all families and acknowledging the plethora of daily activities each family faces, clear and concise communication is necessary. Pre-established methods of delivery will be required forms of communication for the Family Engagement Coordinator, yet brainstorming new ways to share information may and should occur over time.

A focus on sharing the program's intentions and goals for their child should occur at the first encounter. For some this will be at the beginning of the tutoring program, others it will be partially through the year when they first attend a family event, and for others it may not be until the Family Engagement Coordinator successfully makes contact with the family due incorrect contact information. Whenever the initial contact occurs, the most important piece of information to share with the family is the tutoring program's goals for their child.

Phone conversations happen once or twice a month. The phone conversations can include sharing information about upcoming program events, checking in with the family if there have been habitual absences, providing feedback on child progress, further explaining a note or newsletter sent home, or returning phone messages from the family. At times the phone conversations may be scripted and structured to ensure that consistency of information is provided to every family and at other times the conversations will be informal and personal.

As discussed in the previous section, cultural awareness, active listening, respect and appreciation must be included in every conversation with families. Academic language can be difficult to understand. Simply sending home a note or letter providing information about a tutoring program, an activity or child

progress does not guarantee understanding. What appears ambiguous to those immersed in the content area or those specifically working with the student may read confusing to a family member. For instance, if the tutor sends home a weekly note explaining the student's work that week on reading, it may say "please work on _____ with your child at home". The tutor may fill in "br blends" or "ending sounds". These are great things to share with the family but if they do not understand what "br blends" or "ending sounds" refers to, then this information is useless. This is where the role of the Family Engagement Coordinator comes in. They will check in with the family and assist in making sense of this information and find ways to make it integrated into preexisting home practices.

Newsletters, notes, texts and emails are methods of written communication with families. Though relatively simple they have distinct structures to them. Notes, texts and emails may be more informal and used for communicating quick information from the program and from the family. Through positive, open communication strategies, there is an intention for families to feel comfortable with contacting the tutoring program to convey pertinent information that will be useful in servicing their child.

The Family Engagement Coordinator and Instructional Coordinator collaborate on a newsletter that is sent home monthly to each family. The purposes of the monthly newsletter are to encourage families to see themselves as part of the Future Forward community and to give families information. The newsletters are set with a specific template. They include details about the literacy focus, a picture of a family, information about school and community events, and the logistics of the next Future Forward event. They also include student work, Future Forward students' birthdays, and parent resources. Each newsletter has a theme; these themes are connected to the family events. Sample themes are: superheroes, sports, food, Dr. Seuss, and peace. Future Forward staff hope that parents look through the newsletter and think, "This (Future Forward) is something my family is part of right now." (Attachment: sample newsletter).

In person conversations are to be informal opportunities for relationship building and information sharing. This can occur at pick up or drop off times, in a social location (such as school), or a spontaneous visit from a family member. Depending on the contexts in which the tutoring program is situated, either within a school site or a private organization location, the impromptu conversations will vary. It is important to remember that these opportunities do not have to always revolve around content specific information. These informal conversations are the chance to connect with families not as an academic organization (yet if they initiate content specific dialogue, the Family Engagement Coordinator should follow) but on a personal level to create the partnership with the family.

Family Events

Family events are a central avenue for establishing relationships with families. The goals of the family events are to:

- Provide a space for families and children to feel welcome and comfortable
- Build pride and enthusiasm toward being part of Future Forward
- Celebrate students and their achievement
- Collaborate with all staff to create monthly activities
- Incorporate content specific materials and objectives into each event
- Share information about the tutoring program and students' progress with families
- Encourage families to build relationships among each other

The Family Engagement Coordinator, in collaboration with the Instructional Coordinator at the site and other Future Forward staff, will develop and implement monthly family activities at the tutoring site centered on the content (literacy) of the tutoring program. Family Engagement Coordinators, Instructional Coordinators and tutors (when possible) should attend the events. The main intention of the family event is to build an investment for children and parents in the Future Forward program. The events should be welcoming for families and build enthusiasm for the Future Forward. During the event, Future Forward staff share information and activities with families to highlight the learning opportunities their child is experiencing during the tutoring sessions. The Family Engagement Coordinator will have background knowledge of the content area of activities (the literacy focus). The main focus of the Family Engagement Coordinator is to welcome and talk with the families, engage them in the activities, answer questions they may have, provide information about the program, eliminate the academic jargon and make it more “family-friendly”, and encourage home practices that mirror the experiences from the family event. The monthly activities should also be a space for family-to-family interactions and community building. The Family Engagement Coordinator should commit time to working solely with the adults to support their current home practices and encourage families to utilize one another in supporting their children's academic development.

The information or practices that are being explained or promoted at the event should be offered to families in a manner that makes it understandable and applicable to be utilized at home. The term “meaningful” in regards to events should be an area of conversation. The Family Engagement Coordinator, staff and program managers should work together to solidify what is meant by meaningful. It should include practices that are useful for students in literacy practices and also has sustainability and transferability from school to home. An event that focuses on arts and crafts may have a “fun” appeal to it, yet it is very important that they align with the tutoring program focused on increasing literacy skills

through effective practices. There is a tendency to plan thematic or “cute” activities for young children (ECEJ, 1996) and their families at family events. This may mean incorporating thematic and craft activities or games into the event’s agenda. While there are many benefits to integrating discipline together, the focus of the monthly family activities should be on the content of the program. Thematic activities have a place as long as the objective of the activity is related to the literacy program. As a team, the events must meet designated criteria that ensure the event is meaningful for all involved.

Through newsletters, invitations or phone calls, families will be invited to attend monthly family events. The role of the Family Engagement Coordinator is to contact families and make them aware of time, location and what these events will be about. To collect a number of expected guests for family events, the Family Engagement Coordinator will want to include a portion of the invitation that can be sent back to the program. Due to the complexities of life, the Family Engagement Coordinator will want to make reminder phone calls, texts, emails, send home reminder notes or other creative techniques to remind families of the event. Through the monthly events and home visits (discussed in detail later), the Family Engagement Coordinator will also communicate activities and ideas that families can do at home that support the tutoring program. For instance, if the tutoring session includes creating their own words from a set of letters (literacy focus), the Family Engagement Coordinator can share not only this information (so families can inquire about the learning session) but also activities that would be similar in structure that could be done at home.

The monthly family activities should draw families in to want to participate and learn about the tutoring program. The role of the Family Engagement Coordinator at these events is to provide clarity and support for families. The location should be a neutral space for families. Whether the tutoring program is located in a private organization or a school, the Family Engagement Coordinator and Instructional Coordinators should consider the amount of families that will be attending and plan the space accordingly. The event space should be organized and set-up before families arrive. Signs should be posted with arrows leading family members to the event location. The Family Engagement Coordinator should be near the entrance and greeting families when they enter. A sign-in sheet with the student’s name and the family representative’s name should be at the entrance. Name tags and markers should also be provided for families to wear at the event.

In order to respect the time that families give to attend these monthly family events, the activities should be planned for no longer than two hours. Each month, the length of the event may fluctuate and the families may willingly choose to stay longer, but there should be no expectation to stay longer than two hours. In order for families to plan ahead, a schedule or list of monthly activities should be provided at the beginning of the year and should also be posted near the sign in sheet at every event.

The Future Forward staff should determine the content of the monthly activities with insight from everyone: the tutors, Instructional Coordinators and Family Engagement Coordinators. The content should be reflective of the tutoring program and build on difficulty and level of involvedness of the family. For instance, at the beginning of the school year, beginning with how to conduct a picture/book walk with families would be appropriate. Expecting families to be making books at home or practicing phonological activities should not be required at the onset of the tutoring program.

The role of the Family Engagement Coordinator is to meet the needs of the families attending the events. The needs will vary from family to family. For instance, if it is four months into the program and the family member attend their first event, the Family Engagement Coordinator should review introductory material with the family and answer general questions about the program. For those families that consistently attend all events, the Family Engagement Coordinator should provide updates on the child's progress and further activities and practices that may be done at home.

Organization is key when planning the family activities. The Family Engagement Coordinator may need to coordinate food purchases, supplies for activities, ordering prizes and take-home resources, and/or requesting volunteers for assistance during the event. The preparation for the family activities will need to begin two weeks prior to the event in order to ensure that all materials and supplies are fully prepared. If the Family Engagement Coordinator intends to review program specific materials, such as assessments or record keeping sheets, they should be available at the location of the event. A camera is an important documentation tool that the Family Engagement Coordinator can use to capture experiences during the family activities. These can later be emailed, used in a newsletter, posted on the walls, printed and given to families, or sent home with the student.

At the conclusion of the family activity, the Family Engagement Coordinator should be positioned near the exit and thank each family member for coming. Any handouts, supplies or resources should be given to the families at this time. Before families leave, the Family Engagement Coordinator may want to confirm the contact information on file to ensure that further contact can be made for updates and future events.

Feedback while planning, during and after the event will improve the monthly family events. Managerial staff should provide the Family Engagement Coordinator staff with a planning form in which the Family Engagement Coordinator will list an overview of the event, the purpose and activities that will be conducted and the structural process (step by step) of what will happen at the event. The managerial staff will attend at minimum one family event and document what took place and provide this feedback, along with a conversation, to the Family Engagement Coordinator.

Family Engagement Coordinators should keep in mind when planning monthly activities not to be pigeon-held to having activities occurring in the evening. Due to family conflicts, night events may be difficult for some families. Offering events in the morning, mid-morning, lunch or in the afternoon will allow for families with evening obligations the opportunity to participate. Providing surveys about which times are best for families and documenting the responses in a spreadsheet can help the Family Engagement Coordinator when choosing the times for events. If possible, the Family Engagement Coordinator can offer the same event two times in one month in order to meet the needs of families.

Another consideration for Family Engagement Coordinators is the number of family members that will attend and those that have younger children. Families with infants or children under the age of five may face difficulties in finding childcare to attend monthly events. In order to meet the families' needs and ensure that they are involved in the program, the Family Engagement Coordinator should coordinate activities and supplies that are appropriate for very young children.

The Future Forward family events follow a specific structure. First, there is a period of time where adults and students work together on a craft activity that is connected the literacy focus and theme of the evening. Sample craft ideas include: making banners related to the theme of the event, making ABC picture books, or making "All About Me" books. During this time, tutors should build connections with the families of the students they work with in the tutoring sessions.

Next, the adults and students separate – the Family Engagement Coordinator teaches the adults about a literacy focus while the children do literacy-related art activities connected to the literacy focus. Literacy foci include: book walks, reading strategies, reading aloud, and comprehension. (Attach literacy foci sheets here). Then the group comes back together and the parents get a chance to practice the literacy focus with their children in a supported environment where they can ask questions and get guidance from program staff.

At the beginning or end of the event, families review their student's binder with their tutor, the PP or the PM, so they can see the progress their child is making on their reading level chart and look over the activities they are working on during tutoring sessions. Each family event also includes time to share a meal together. At some point during the event, the Future Forward may want to celebrate students in an official or unofficial capacity. Future Forward staff could award certificates to students based on their attendance, reading levels, or skills learned. Student could orally present work they mastered or their written work could be presented. Families leave events with information about the literacy focus (Attach take home sheet here) and activities to practice at home as well as books to build their home library.

The Family Event rubric is a very helpful tool that can be used to present detailed information to Family Engagement Coordinators about how to hold successful family events and to measure the extent to which an event meets the family event goals. (Attach rubric)

The Pre-Event information captures whether or not the necessary organization and collaboration in planning the event occurred by focusing on whether a planning form was used and shared. This section also collects information about the way the event was scheduled (the date and time of the event) and how the attendees were invited. It also documents the goals of the event.

The second section measures the structure, organization, set-up and documentation of the event. It includes a rating scale of 1-4 to determine the quality of the planning of the event, the appropriateness of the location of the event, the organizational level of the set-up and materials for the event and whether necessary components for participants existed such as correct signage, documentation of the participants, and availability of name tags and agendas. It also documents whether the event was captured through photographs or in other ways.

The third section measures the involvement and collaboration of the Family Engagement Coordinator and other staff during the event and how aware each Future Forward staff members were of their role. It captures the extent to which the Family Engagement Coordinator showed knowledge of the families, provided support for the families, made connections for families between home and school, and how well they led activities.

The fourth section focuses specifically on the literacy focus of the event. Data is collected about how meaningful and appropriate the activities appeared to be to participants, how well each activity connected to literacy, and whether literacy materials were available for families to take home.

The final section focuses on engagement, communication, and relationship building. It measures the extent to which families are welcomed to the event, the level of sharing of information that happens about the tutoring program and children's progress, the level of engagement of families and their opportunities to ask questions and build community, and the extent of the clarity of the information presented to families.

Home Visits

Family Engagement Coordinators conduct a minimum of two home visits with each family each year. The goals of home visitation are to build reciprocal relationships with families by gaining a deeper understanding of the families served, share information and the mission of the program, build a partnership with the family and assist in connecting the tutoring program with the students' home lives. The intentions of the home visit should be shared with the families prior to scheduling the home visit by

explicitly sharing that this is not an evaluative meeting; rather to connect the tutoring program and the home lives of children and develop a partnership between the two to better service the needs of the child.

In preparing the Family Engagement Coordinator to conduct home visits, the first step is to revisit the cultural awareness training. Acknowledging biases and considering others' perspectives must be done before entering someone's home with a judgment free approach. The Family Engagement Coordinator may experience an environment or observe family behaviors that may be unfamiliar. Monitoring body language, having a neutral (or poker) face, and discussing language inflections should happen during this training. For instance, when the Family Engagement Coordinator enters the home, having crossed arms can insinuate being uncomfortable. Family Engagement Coordinators will want to portray ease in order to reassure the family that this is an opportunity for building a relationship.

Before conducting the first home visitation, Family Engagement Coordinators may want a step-by-step procedure on what to anticipate and what to do. A framework may be provided or constructed as a team; however the likelihood of every home visit being identical is slim. With that said, Family Engagement Coordinators should be prepared to anticipate variance with each home visit. Some families may invite you in and offer food or drink while others may talk through a screen door. Regardless of the situation, the Family Engagement Coordinators approach the home visit with integrity and respect.

The Family Engagement Coordinator should be organized when preparing to go on the home visit. For safety reasons, the program may require home visits to be conducted in pairs of team members. When this is not the case, the Family Engagement Coordinator should carry a cell phone on them at all times and phone someone when they are entering a home and once it is complete. Regardless of the neighborhood the Family Engagement Coordinator is entering, this is a uniform part of the procedure that ensures safety. The Family Engagement Coordinator should take minimal accessories with them on the home visits. Items such as purses or other bags should be left at home, the office or in the trunk of a car. The Family Engagement Coordinator must have identification on them at all times to signify their affiliation with the program for families. This could be an ID badge or a shirt with the tutoring program's logo on it, or both. The Family Engagement Coordinator and all Future Forward staff are considered a mandated reporter. As professionals who work with and are in regular contact with children, the Family Engagement Coordinators are required to report (or cause a report to be made) whenever financial, physical, sexual or other type of abuse have been observed or are suspected or when there is evidence of neglect. With the intimate nature of entering families' home space, a review or initial training of the reporting procedures must occur. There are local agencies that will conduct the training and a plethora of training support online for managerial staff to access.

Designing protocols for initial conversations about the home visit can also be shared during training sessions. Contact may happen in person or over the telephone and the Family Engagement Coordinator should be fully prepared to discuss the home visit event with family members. Expressing that this is an opportunity for ‘us’ (the program) to come to ‘you’ (the family), demonstrates the program’s dedication to creating a partnership with the family. The Family Engagement Coordinator should organize information about the student and be ready to discuss specific questions the family may have of their child’s progress in the program. For example, if the family asks about what their child’s reading level, the Family Engagement Coordinator should have knowledge about this. It is recommended that a preparation sheet or note card be completed for each child and can be taken along on the home visit. This sheet or note card may include the child’s name, the family members’ names, content specific information, contact information of the family, any other details pertinent of the child’s learning experiences in the tutoring program. The Family Engagement Coordinator can take notes directly on this sheet or the back of the note card after the home visit has been completed.

As a group, the Family Engagement Coordinators should have experiences role-playing different home visit scenarios. Preparing for different situations they may encounter will increase the confidence of Family Engagement Coordinators. The scenarios should be reflective of the families the program serves but in general they should include different family make-ups (grandparents as guardians or primary caregivers), different environments (more than one family in a house or those living in shelters), language barriers (needing a translator present), familial issues (an over-whelmed parent), apprehensive (a family member not wanting you there).

Time should be set aside for the Family Engagement Coordinators to consider the families they work with and the relationship they have already established with them before conducting home visits. For some families, the home visit will be the next step in the partnership process and for others it may be the first contact the Family Engagement Coordinator has had with them. The focus will be on matching the different needs of families when preparing for the home visit.

Partners would not discuss the intentions of the tutoring program with a family that has attended each monthly family event and has weekly contact with the program. Equally, the Family Engagement Coordinator should not enter the home with activities for the family to do if this is the first time hearing about the tutoring program. Reflecting on the existing relationships with families and tailoring the home visits to meet their needs suggests to families that the program respects their time and wants to work *with* them to promote academic success for their child.

Once the home visit is complete, two important things must occur. The first is to document and record information and reflections about the home visit. This can be done informally by jotting down notes or

using technology to record reflective thoughts. Once the Family Engagement Coordinator is able to sit down and complete a formal recording of the events either on paper or on a computer-based program, recommended within 24 hours of the home visit. This should include but is not limited to, information about the time the home visit began and ended, those present, the environment, family members present, what was discussed, the family's disposition (or attitude) about the Family Engagement Coordinator being there, questions the family posed, and any other information that was gathered while at the home. The Family Engagement Coordinator may also find it helpful to note reflective thoughts about the home visit (their reactions and feelings) and any follow-up work that needs to be completed.

The second aspect that must be completed post-home visit is a follow-up phone call or letter to thank the family. This should be completed within one week of the home visit. This follow-up conversation length should be short and concise to thank the family for their time and opening their door to program but also to follow up on any further questions that may not have been covered at the home visit. This can be done over the phone, in person or a letter sent with the child or in the mail. Again, this exemplifies the programs' respect and appreciation for the family's involvement.

When the Family Engagement Coordinators organize, schedule and conduct home visits, there will be a mix of reactions. There may be apprehension for both the Family Engagement Coordinator and the family. The Family Engagement Coordinator may be concerned about entering the home and what that experience will be like whereas the family may be concerned about the intention of having someone from an organization coming into their home. With time, experience and clear communication, these feelings will begin to fade to the background. The Family Engagement Coordinators may also experience a mix of reactions from the families during the home visits. There will be families that warmly welcome the Family Engagement Coordinators into their homes while others may be rude or short with the program staff. A strong, supportive team will help the Family Engagement Coordinator as they work through the emotional side of home visitation. Weekly team check-ins with the staff to openly discuss their experiences during the home visits will encourage them to continue to approach working with families from a positive perspective.

Future Forward has created a general template for home visits. The first visit template (attached) includes several components: an explanation of the Future Forward program to the families; learning about the children's particular interests, characteristics, and strengths; finding out parents' goals for their children; and providing some suggestions about increasing literacy in the home. The second home visit template (attached) includes: Family Engagement Coordinators telling the families about their child's specific strengths as a reader and their progress in Future Forward, finding out how parents view Future Forward, and providing additional suggestions for parents to help engage their children in literacy activities. In

addition, every time a Family Engagement Coordinator visits a Future Forward home, they bring books and activities for the children in order to continually build family's home libraries.

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