

TOYOTA FAMILY LEARNING:
FAMILIES LEARNING AND SERVING TOGETHER

FINAL REPORT, YEAR 4 (2016-2017)
GRANT PROJECT EVALUATION

SUBMITTED BY

GOODLING INSTITUTE FOR RESEARCH IN FAMILY LITERACY

PENNSYLVANIA STATE UNIVERSITY

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OVERVIEW OF GOALS

Toyota Family Learning: Families Learning and Serving Together is a program that intends to “build the next-generation model for families learning together.”¹ The National Center for Families Learning (NCFL) has awarded fifteen three-year grants and two two-year grants to organizations demonstrating strong partnerships and a family-oriented, intergenerational approach to delivering educational services and that served low-income families across two or more sites.

Toyota Family Learning initially incorporated three of the four traditional Kenan Model family literacy components—Adult Education, Parent and Child Together (PACT) Time[®] and Parent Time—and two new components—Family Service Learning and Family Mentoring. Beginning with the 2016-2017 (3rd Cohort) Program Year, new grantees were required to include Adult Education or English as a second language, as appropriate for their enrolled population, to their offerings. Technology is another key area of programming newly included. These combined components support parent awareness and use of interactive literacy activities, civic engagement, and parenting technology skills. In addition, Toyota Family Learning involves all family members in more language and literacy activities, technology, service learning projects, school engagement, and community awareness. Lastly, programming aims to develop participants’ employability skills, leadership capacity, and social capital.

NCFL awarded The Goodling Institute for Research in Family Literacy the evaluation grant, a formative evaluation to chart the implementation process, participant demographics, and the perceived gains made by participants and Family Service Learning programs. This evaluation includes both qualitative and quantitative data collection analysis to provide targeted descriptive, demographic, and outcome data to document program implementation challenges and successes. This informs NCFL of needed project changes and program improvements and captures insights on promising practices each year.

¹ Cramer, Josh/Memorandum, para.2, August 21, 2013: Request for Proposal, Evaluation Services for Toyota Family Learning Grant Project

SUMMARY OF KEY FINDINGS

- 694 participants accrued 94,836.25 hours at 13 different programs.
- Average participant attendance was approximately 136 hours over the program year.
- Each program site averaged 20 participants; however, some sites had as few as 2 participants, other sites had as many as 40.
- Programs saw a 32% drop in participants between the initial interviews and the final interviews. While most programs do not note why people stop attending classes, some reasons provided were work schedule changes or conflicts, participants return to their native countries, and illness in the family. A few participants also cited embarrassment (either embarrassment in participating in activities or from having missed so many sessions) as their reason for leaving.
- 51% of participants are from Mexico; 26% of participants are from the U.S. The largest percentage increase from 2015-2016 to 2016-2017 was participants from the U.S., up from 17% of participants in 2015-2016. The largest percentage decrease was participants from Dominican Republic, a drop from 8% of the participants to a single participant (or 0.2% of the total).
- The majority of participants from the 2015-2016 program year (75%) had been in the U.S. more than one year, but less than their entire life. This percentage decreased to 68% for the 2016-2017 program year. The percentage of individuals here for less than one year remained low, decreasing from 8% in 2015-2016 to 7% in 2016-2017.
- 34% of participants' highest-grade level of schooling was the 6th to 9th grade. This represents a two-point increase from the previous two program years (32% in both 2014-2015 and 2015-2016).
- The percentage of people receiving less than a 5th grade education dropped from 12% in 2015-2016 to 6% in 2016-2017. The number of people with postsecondary education completion grew slightly from 17% to 18%.
- Almost three-quarters (74%) of participants live at or below the federal poverty threshold of \$24,600 for a family of four.
- The percent of parents not taking their children to the library decreased in 2016-2017, from 40% (initial) and 23% (final), as compared to 43% (initial) and 27% (final) in 2015-2016.
- Participants reported an increase in using technology in ways related to their children's education, specifically: communicating with their children's teacher(s), accessing the school websites, and accessing educational websites.
- During the course of the year, the percentage of parents visiting the school "only to pick-up or drop off a child" decreased two-thirds, from 27.6% to 9.5%.
- In the category of "School Improvement," volunteer activities in the school setting saw some of the higher increases for 2016-2017, possibly indicating that parents are more aware of opportunities to participate in schools or more comfortable in the school setting.
- 153 individuals, or 34% of participants with whom a final interview was conducted, earned a GED over the course of the program year.

- Participants reporting that they had volunteered and helped to organize a community event nearly doubled.
- Participants reporting leading a community event increased by 2.5 times, growing from just 19% to 51%.
- 86% of participants ranked “getting a better job” an important or very important goal for the year; of those individuals, 39%, or 224 participants, reported achieving this goal. 91% of participants ranked “earning more money” as important or very important, and 53% (240 individuals) achieved this.
- 453 participants wanted to improve their skills to maintain their current job, and 239 individuals, or 53%, reported they achieved this goal during the year.
- “To become a better teacher to my child(ren)” was the highest ranked learning goal, with 97% of participants rating it either important or very important. 436 participants, or 96% of those with whom a final interview was conducted, achieved this goal during the program year.
- The 666 participants completing an initial interview completed 2,689 Home Learning Logs, averaging approximately four logs per person.
- The most involved individuals engaging in home literacy were (in order): mothers, fathers, siblings, and grandparents.
- Mothers were, by far, the most involved care-takers engaged in home literacy activities. For every one father that read to their children, there were 2.4 mothers. Additionally, 67% of home learning logs reported a mother volunteering at school, compared with only 15% of fathers and 4% of grandparents.
- Of the 2,548 Family Mentoring logs filled out, one-third of the entries had met with a TFL family in the past week. These 850 responses represent more than 1,500 hours of time spent on family mentoring activities.
- Families meeting together outside of pre-scheduled class times tend to communicate by talking face-to-face (45%), phone (24%), text (15%), or Facebook (10%).

FORMATIVE EVALUATION

DESIGN

During Year 4, the Goodling Institute team collected and analyzed data for each of the 13 program cohorts to answer the following questions:

1. What do Toyota Family Learning: Families Learning and Serving Together programs look like by site (e.g., student demographics, staffing, schedule, facility, regular curriculum, Adult Education, (PACT) Time[®], Parent Time, setting, resources, services)?
2. How are these sites implementing Toyota Family Learning tools and target activities (technology, service learning projects, mentoring)?
 - a. What are staff perceptions of implementing the Toyota Family Learning tools and target activities (process, benefits, challenges, outcomes)?
 - b. What promising practices are observed?
3. What results are the Toyota Family Learning program sites documenting (e.g., increased attendance, increased enrollment, learning, program sustainability)?
 - a. What are the concrete outcomes of the Toyota Family Learning target activities (e.g., what kinds of service learning projects are being implemented; how are they perceived as supporting the participants' lives and community or school; what mentoring activities are being carried out, who is affected, what are the perceived benefits from mentoring activities; how are employability skills being supported, if at all)?
 - b. What promising practices are observed?
4. What are participant perceptions (process, experiences, challenges, and benefits) of engaging in the Toyota Family Learning target activities?

The Goodling Institute continued to use a formative evaluation design to understand and document how grantees implemented this next generation model for families learning together. Information collected during the evaluation informed and refined the components of the model and program practices to achieve the goals of Toyota Family Learning. The methodology allowed the evaluators to identify similarities and differences in programming (e.g., setting, populations served, organizational structure and operations, and staffing) across sites and align the data and analysis to specific program activities and context so that overall trends could be outlined.

The data collection tools (listed below) reflected the required reporting measures in the grant and are used to explore promising practices that emerged during Toyota Family Learning implementation. The tools also help evaluators gain an accurate picture of program successes and challenges. For example, quantitative data tools (e.g., surveys, logs) capture increases in home literacy activities, attendance, and participation in Family Service Learning activities. Qualitative data tools (e.g., surveys, logs, interviews, site visits, artifacts) capture descriptive information about types of activities and the processes used to implement them. Site visits include observations and interviews with practitioners, administrators, families, partnering organizations, and other collaborators. The interviews provide valuable information not captured through discrete surveys and logs. Lastly, the site visits to Beech Acres, Public Education

Foundation (PEF) and San Mateo Community Library (SMCL) offered an opportunity for participant voices to be documented, adding essential information about the value of the programming for individual families. Scope of Service Chart (Appendix B) outlines and describes the objectives and scope of services, evaluation activities, expected outcomes, and deliverables for the evaluation.

ANALYSIS

The quantitative and qualitative findings allow NCFL and the grantees to better understand the process, progress, results, and importance of the Toyota Family Learning programming and identify next steps for successful implementation. Each data tool is described below along with the methods used to analyze the data and relevant findings.

Participant Initial and Final Interviews, Home Literacy and Family Mentoring Logs, Family Service Learning Logs, Family Service Learning Final Reflection, and artifacts were used to gather a combination of quantitative and qualitative data. These online survey forms were designed, delivered, and quantitatively analyzed using SurveyGizmo® an online survey software for which NCFL holds a user license and also uses for other projects. The analysis provided descriptive statistics for data point comparison. Data was also exported to Excel in order to gather additional outcomes when not available in SurveyGizmo® and to conduct further analysis.

Attendance was collected and compiled using Excel sheets as submitted by programs.

Qualitative data (logs, interviews, observations, artifacts) were analyzed using directed content analysis², which combines inductive and deductive coding. Evaluators also used Miles and Huberman's³ seminal model for analyzing qualitative data (data reduction, data display, conclusion drawing, and verification). There was an element of quantitative data analysis with tabulating the themes to determine numerically what points were considered most important (e.g., participant's reflections from Service Learning Logs; types of home learning activities from Home Learning Logs).

Initial and Final Interviews provided data on participant demographics, perceptions of academic optimism, interactive literacy activities, community engagement and leadership activities, and learning goals. Note: Due to rounding of numbers, percentages may not always add to 100.

² Hsieh, H.-F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*, 1277-1288

³ Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook, 2nd edition*. Thousand Oaks, CA.: SAGE Publications, Inc.

FINDINGS

Initial and Final Interviews provided data on participant demographics, perceptions of academic optimism, interactive literacy activities, community engagement and leadership activities, and learning goals. **NOTE:** Data for Development Centers and Larkins includes only Cohort 2 as Cohort 3 was still in progress at the time of data collection close.

INITIAL INTERVIEW PARTICIPANT DEMOGRAPHICS

The initial interview was an online form that Toyota Family Learning (TFL) program staff used during the intake process of enrolling someone into the Toyota Family Learning program. The interview was designed to be delivered by the staff and not to be filled out by the participant. This year, we received 666 initial interviews. Please note that not all questions are required and therefore the *n* may not always be 666.

GENDER

Toyota Family Learning Program participants are parents, grandparents, other relatives and/or guardians. Participants were primarily women (609 women or 91%), while males only represented 9% of the program participants. This gender divide is similar to that of previous years (93% women in 2014-2015; 92% in 2015-2016). Toyota Family Learning programs continue to reflect the larger gender patterns for family literacy programming across the nation.

AGE

The average age of the TFL program participant is 37 years old, slightly younger than previous years' average age of 38 in both 2013-2014 and 2015-2016, and 39 in 2014-2015. This year the participant age range was similar to previous years, ranging from 19 to 76 years old. This range of 57 years is one year different from last year's range of 56 years. The oldest participant age increased from 71 years in 2015-2016 to 76 years old in 2016-2017. Similarly the age of the youngest participant increased from 15 years old to 19.

RACE

As in previous years, the largest racial category served by TFL programs was Hispanic/Latinos. However, the presence of this group decreased this past year, from 77% of program participants in 2015-2016 to 70% in 2016-

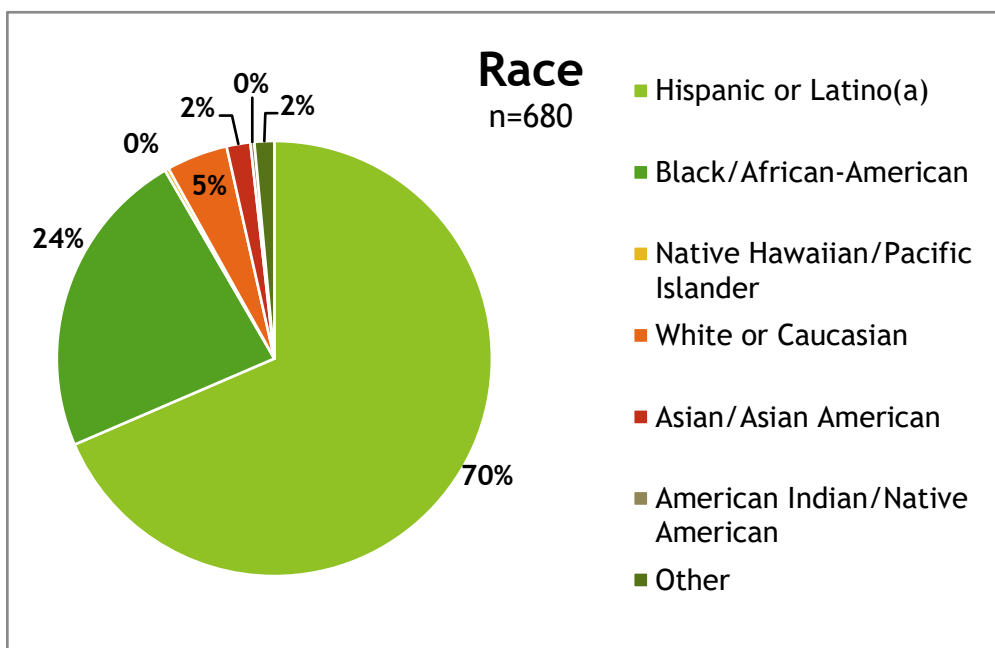


Figure 1: Race in TFL programs

2017. Those identifying as Black or African American saw the largest increase in program participation, growing 10 percentage points from last year’s 14% (24% in 2016-2017).

MARITAL STATUS

The majority of participants, 58%, reported being married or in a civil union. Two hundred thirteen, or 32%, reported being not married, separated, or divorced. Approximately 11% of respondents either indicated “other” or “prefer not to answer” (this latter category was not an option in previous years’ interviews). These marital status demographics resemble trends demonstrated in previous years, wherein over 51% of participants indicated being either married or in a civil union.

COUNTRY OF ORIGIN

Participants in the TFL programs represented 33 different countries from six different continents. While the largest group of foreign-born participants hailed from Mexico, the largest increase in participants’ country of origin belonged to those born in the U.S. Thus, TFL programs are serving a larger number of U.S.-born individuals than ever before: in 2016-2017, 170 participants, or 26%, of participants were U.S.-born, versus 157 participants, or 17%, in 2015-2016; 78 participants, or 19%, in 2014-2015; and 23 participants, or 14%, in 2013-2014. U.S.-born individuals represent a growing number of participants served by TFL programs, both in terms of raw numbers and overall percentage of program population.

Of those born outside the U.S., the areas of greatest representation within the participant population were individuals from South and Central America. Beyond Mexico and the United States, countries with significant representation were El Salvador (3%), Guatemala (7%), Honduras (2%), and Venezuela (3%). Representing Caribbean Islands, 2% of participants were from Cuba and 2% from Haiti. The increase of individuals from Cuba and Haiti began in 2015-2016; previous to that program year these two countries were not present within the TFL program populations.

Most likely this is due to the addition and growth of programming in Broward County, Florida.

YEARS LIVED IN THE UNITED STATES

Sevnty-four percent of program participants were not born in the U.S., the largest contingent of which has lived in the U.S. between eleven and fifteen years (136 people or 20%). The same percentage, 20%, of people

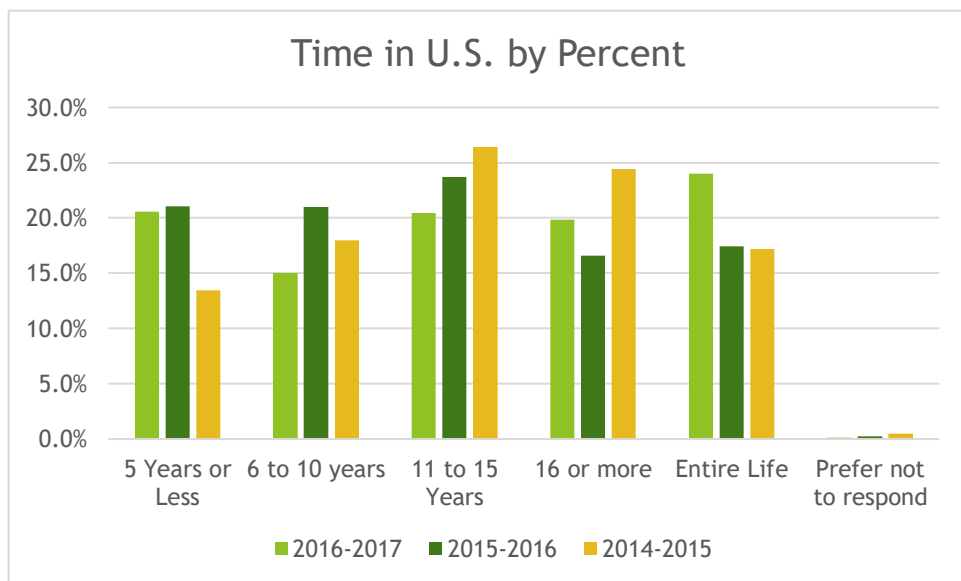


Figure 2: Time in U.S. by Percent

have lived in the U.S. five years or less. This represents a decrease from the previous year’s 22% of respondents living in the U.S. for the same length of time.

LANGUAGE SPOKEN

Twenty-six percent, or the same percent as participants born in the U.S., listed English as their native tongue. The remaining 74% of participants represented native language speakers of 17 other languages, including languages such as Igbo, Arabic, Somali, Swahili, and Zapoteco.

Native Language	Number	Percent
Akateco	1	0%
Arabic	3	0%
Chinese	8	1%
Creole	10	2%
English	175	26%
Igbo	1	0%
Jamaican	1	0%
Kirundi	1	0%
Malay	1	0%
Portuguese	3	0%
Rohingga	2	0%
Russian	1	0%
Samali	1	0%
Somali	3	0%
Spanish	446	67%
Swahili	3	0%
Wolof	1	0%
Zapoteco	3	0%

Figure 3: Native Languages Spoken by Program Participants

Of the 491 participants reporting a native language other than English, two-thirds of participants indicated they speak their native language more than half the time at home. One-quarter of respondents speak English more than their native language, and 8% indicated they spoke their native language and English on an equal basis.

<i>Do you speak your native language:</i>						
	2016-2017		2015-2016		2015-2014	
	n= 490	%	n= 742	%	n=320	%
equally as much as English	41	8%	80	11%	32	10%
more than English	327	67%	456	62%	184	58%

Figure 4: Native Languages Spoken in the Home (2014-2017)

Less than English	122	25%	206	28%	104	33%
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The past three years there has been a slight decline in the percentage of respondents speaking English in the home more than their native language. The 2015-2016 program year displayed the highest percentage (33%) of homes speaking a native language less than English at 33%. This percentage has dropped eight percentage points over the subsequent two-year period.

SCHOOLING

The majority (68%) of participants reported that their schooling experience was conducted completely outside of the U.S. Twenty-eight percent of respondents completed their schooling only in the U.S. This is two percentage points more than the 26% of respondents that indicated they were born within the U.S., meaning that 21 participants born outside of the U.S. received all their schooling once they moved to this country.

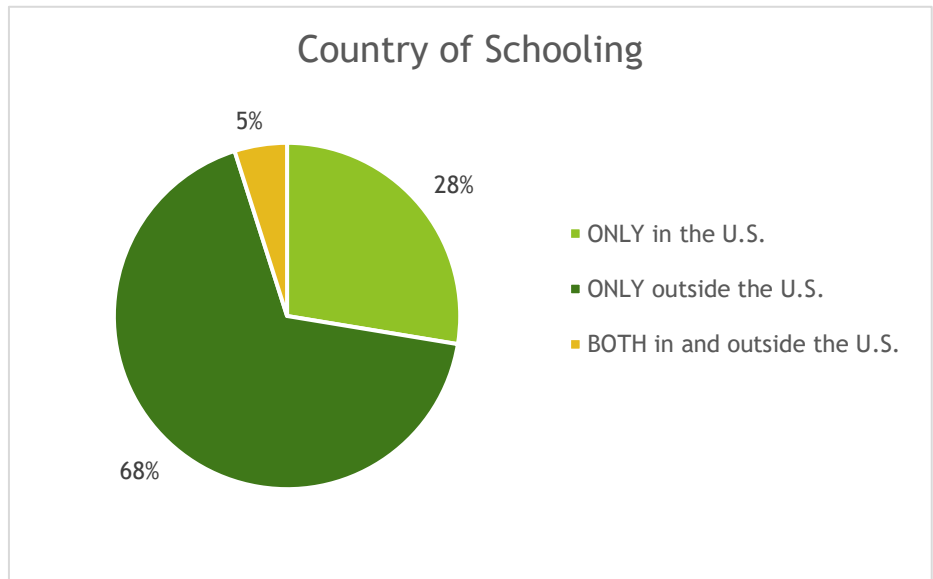


Figure 5: Country of Schooling for all Program Participants

Eleven participants, or less than 2%, received no formal schooling. Nineteen percent completed high

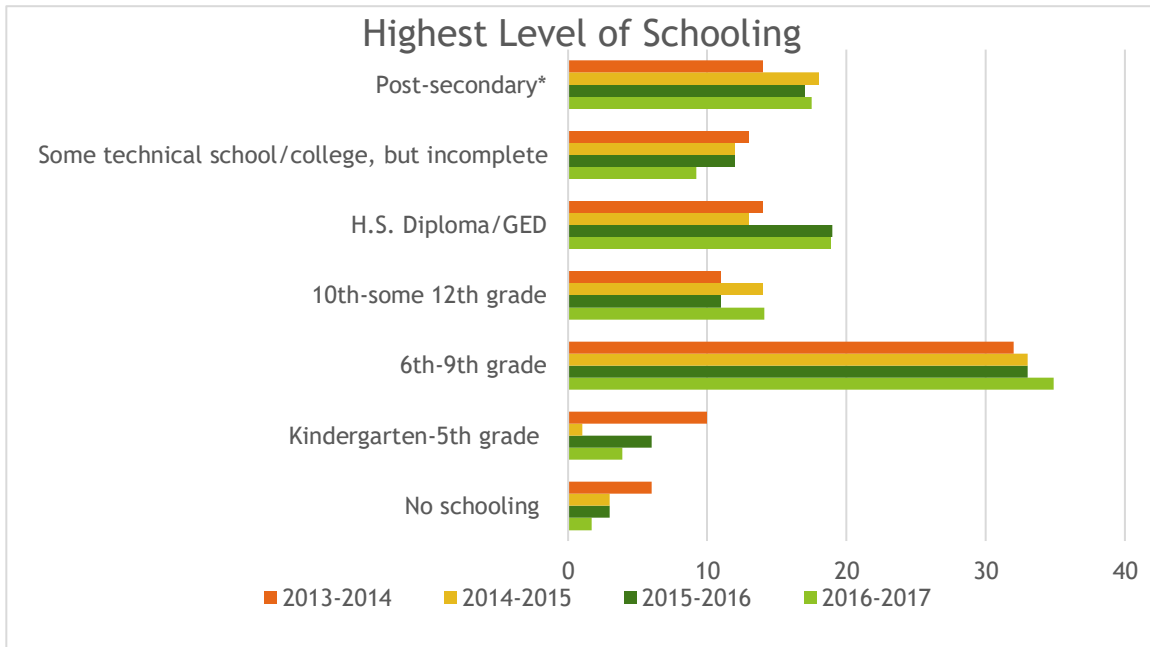


Figure 6: Highest Level of Schooling (2013-2017)

**Post-secondary: completion of technical school, two-year degree, four-year degree, or graduate school*

school or earned a GED, and did not continue with their studies. Over one-third of participants' highest-grade level of schooling was the 6th to 9th grade. This represents a two-point increase from the previous two program years (32% in both 2014-2015 and 2015-2016).

EMPLOYMENT

Sixty-three percent of program participants indicated they were not employed at the time of the initial interview (417 individuals). This is a decrease in those reporting unemployment in previous years: 67% in 2015-2016, and 66% in 2014-2015. Thirty-three participants chose not to respond to the employment question. While not being employed most likely gave participants more time to attend classes, it may also have constrained participants economically and undermined participants' ability to get to class (e.g., transportation issues). Families living in poverty also experience more life events that factor into one's ability to attend class (e.g., lack of daycare, health issues). Despite these factors, programs

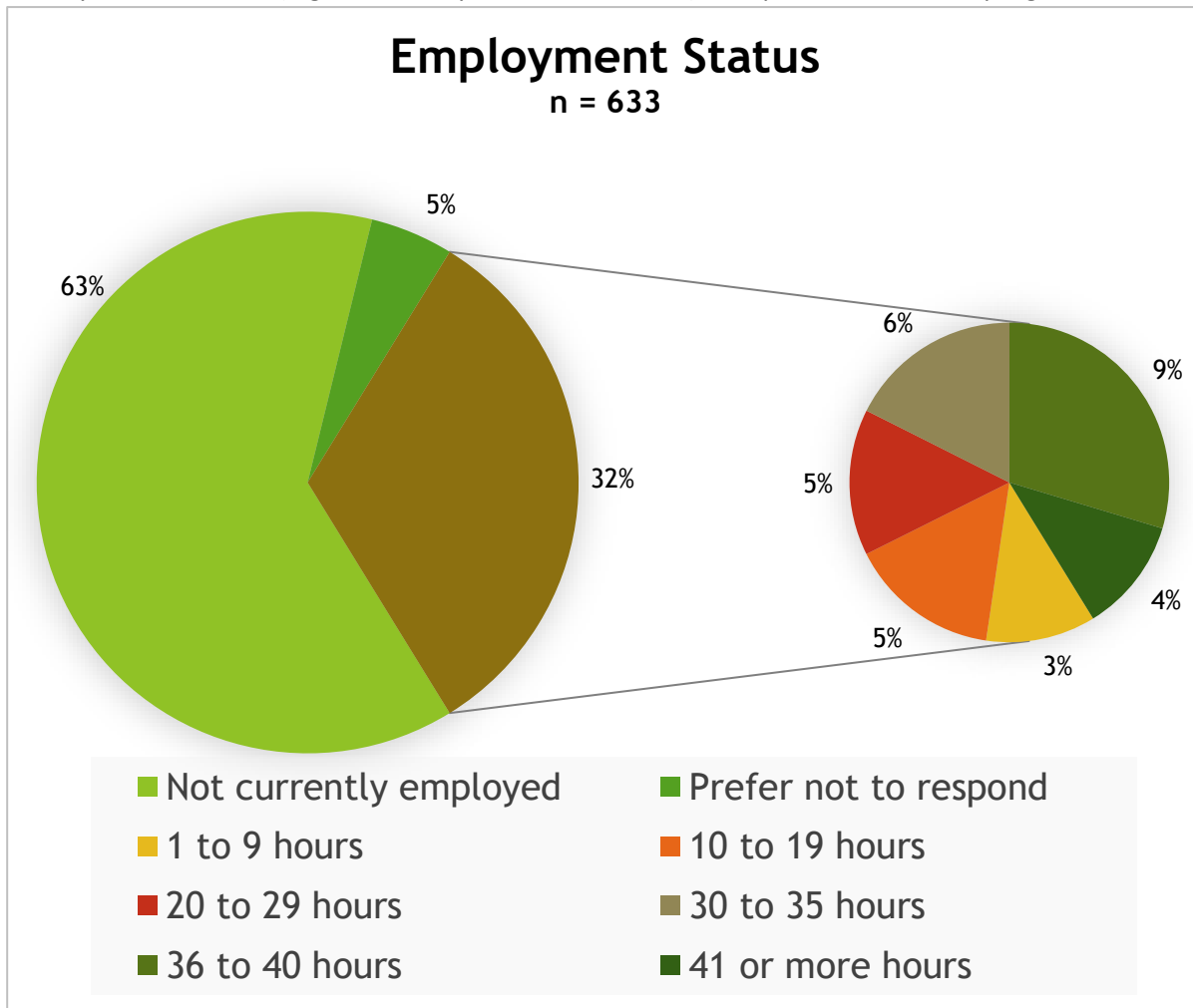


Figure 7: Employment Status of Program Participants

experienced high levels of attendance suggesting that Toyota Family Learning program staff and activities created valuable educational experiences for participants.

The remaining 216 individuals indicated they worked anywhere from one hour to over 41 hours a week. Approximately three-quarters of those reporting some level of employment worked more than half time (20 hours) each week.

Twenty-three percent of respondents to the initial interview declined to answer questions about their yearly income. The following statistics include only those individuals for which income was reported (n=511). Twenty-four percent, or the largest percentage of the remaining respondents, reported earning less than \$5,000 a year. This marks a 9-point increase from last year’s 15% of respondents (n=95) reporting a similar income.

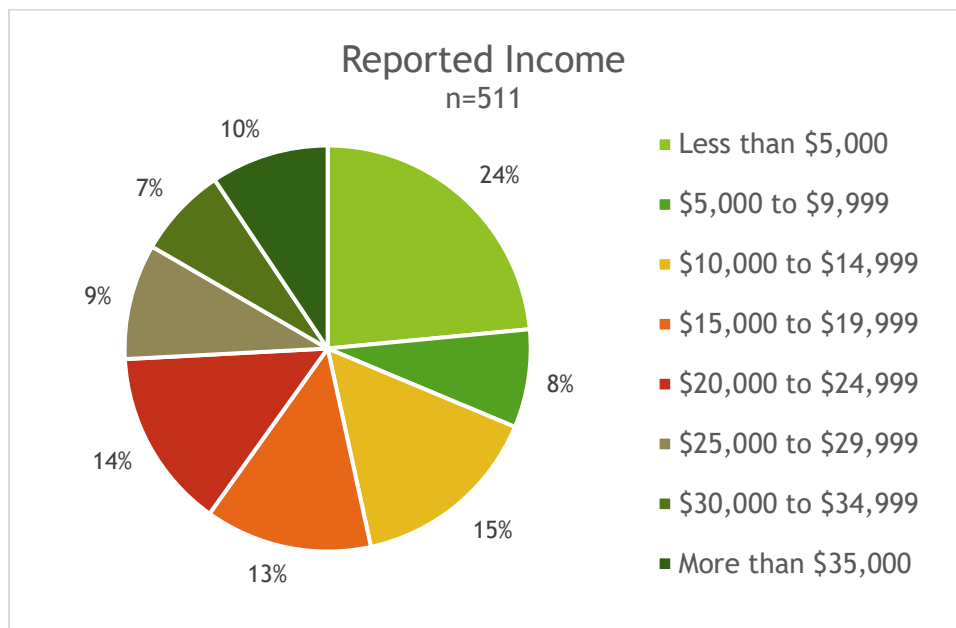


Figure 8: Reported Income

The 2017 Poverty Threshold calculated by the U.S. Department of Health and Human Services puts the poverty line at \$24,600 for a family of four⁴. Almost three-quarters of the participants (74%) fall below this poverty threshold.

Program Year	% At or Below Federal Poverty Threshold	% Change from 2016-2017
2016-2017	74%	N/A
2015-2016	67%	+10%
2014-2015	85%	-13%

Figure 9: Poverty Threshold by Percentage (2014-2017)

⁴ U.S. Department of Health and Human Services, accessed at <https://aspc.hhs.gov/poverty-guidelines>

Considering these numbers, however, two things must be kept in mind. Firstly, 155 individuals preferred not to answer questions about their income, which has an unknown effect on the actual 2016-2017 numbers. This category of those that prefer not to answer questions about their income, however, makes up a smaller portion of the respondents than in the previous year (28% in 2015-2016 versus 23% in 2016-2017).

Secondly, the poverty threshold of \$24,600 is based on a family of four. Not all individuals interviewed by programs represent four-person families.

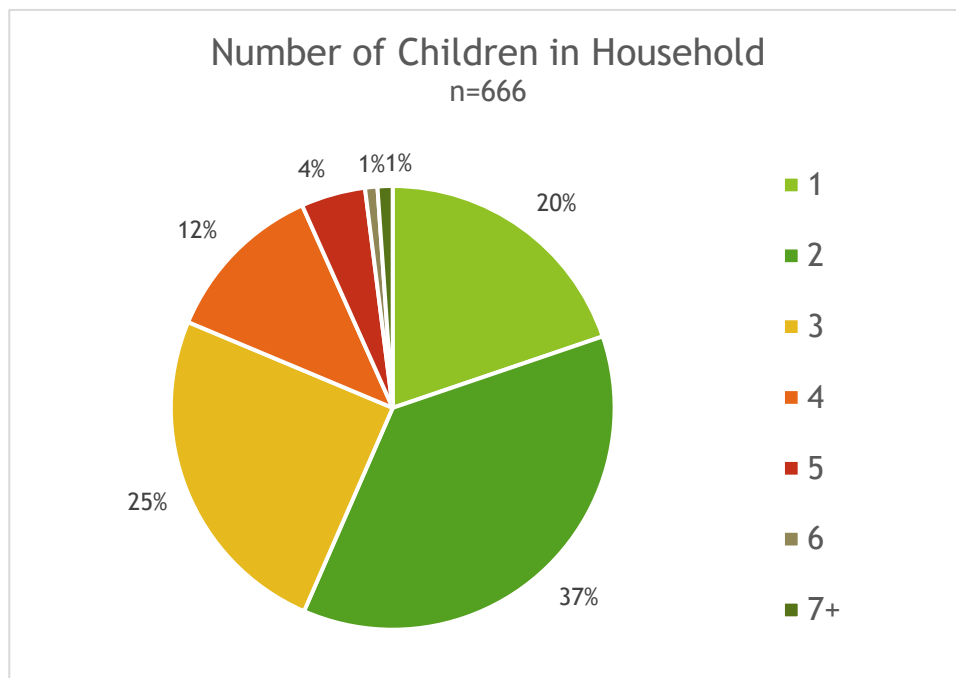


Figure 10: Number of Children in Household

NUMBER OF CHILDREN IN HOUSEHOLD/BEING CARED FOR

The 666 participants interviewed initially reported living with or caring for more than 1,600 children, as parents, grandparents, aunts and uncles, or legal guardians. Seventy-four percent of these children were born in the U.S., a similar percentage to the previous year’s 73%. Households with two children comprise the largest reported category, as a little over a third (37%) of all respondents indicated they cared for two children. Previous years have seen a similar trend.

Over 80% of respondents have between one and three children in their care.

Forty-three of these children are grandchildren, 34 are nieces and nephews, and 9 are foster children.

The majority of participants have children in elementary school (1st through 5th grade). A little over a quarter of children are currently in pre-school.

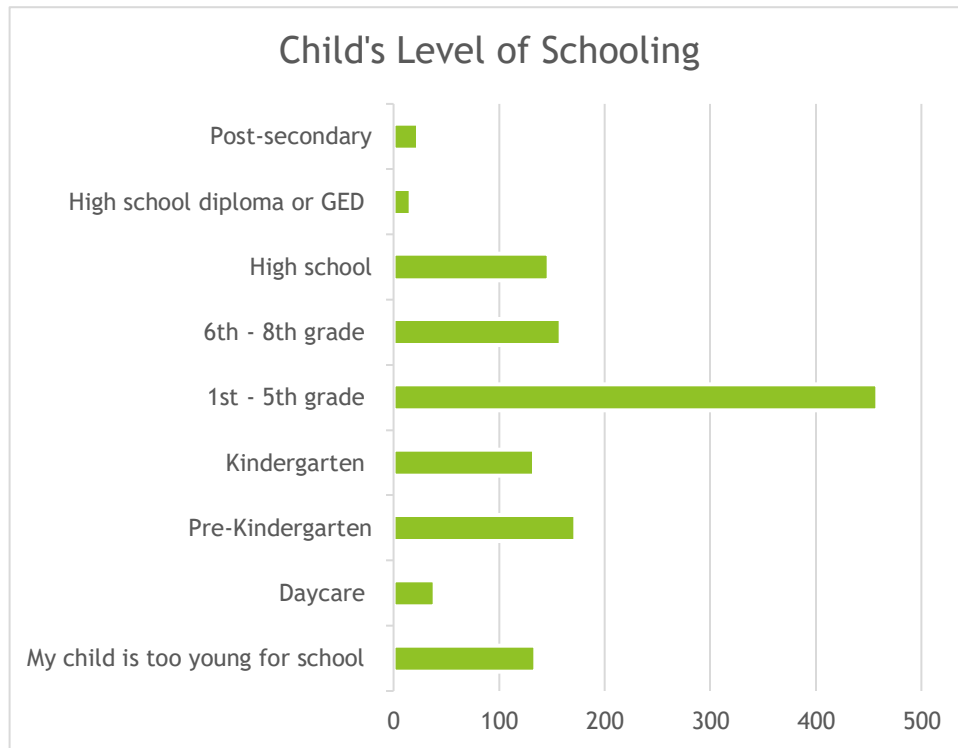


Figure 11: Child's Current Level of Schooling

ACADEMIC OPTIMISM

Parents were largely optimistic about their children's educational future: only five respondents indicated a belief that their child would not finish high school, while 531 participants, or 80%, believed their children would earn a college degree. This optimism for the educational attainment of their children has been a trend across all four program years.

Educational Achievement	2016-2017	2015-2016	2014-2015	2013-2014
Won't finish H.S.	1%	1%	1%	0%
College diploma	80%	79%	78%	86%
Don't know	10%	11%	14%	4%

Figure 12: Child's Anticipated Educational Achievement (2013-2017)

Similarly, uncertainty about their child's educational future has decreased over the past few years, dropping from a high of 14% in 2014-2015 to 10% this past year. These numbers are heartening as parental support can be key to children's persistence in achieving their academic goals.

SECTION SUMMARY

Much of the demographic information for the 2016-2017 program year mirrors that of previous program years. Foreign-born individuals continue to be the majority of the population, with 68% of the program participants living in the United States more than one year but less than their entire lifetime; this is a seven-percentage point decrease from the previous year. Mexico continues to be the country of origin for most foreign-born participants, though there was an increase in program participants from the United States. As in previous years, the largest portion of participants' highest level of school completion was between the 6th and 9th grades; however, there was a slight increase in postsecondary education for the past year.

Most participants report speaking their native language in the home more than English. They are more likely to have left school before obtaining a high school diploma, and, if foreign born, more likely to have acquired that education outside the U.S. Participants are more likely to not be employed at this time, care for two children, and live at or below the federal poverty threshold. Despite these obstacles, the majority of participants report being optimistic about their children's lives and educational attainment, believing their children will earn a college degree.

INITIAL AND FINAL INTERVIEW COMPARISON

The participant Final Interview was an online form that a Toyota Family Learning program staff conducted at the conclusion of the program or as a participant was leaving the program. The participant had to be enrolled for at least six weeks before being given the Final Interview. This year we received 666 Initial Interviews and 455 Final Interviews.

Program	Initial Interviews		Final Interviews		% Change (within each individual program)
	n=666	%	n=455	%	
Beech Acres	63	10%	44	10%	-30%
Broward	38	6%	20	4%	-47%
Development Centers	13	2%	10	2%	-23%
Larkins	21	3%	30	7%	+43%
Louisville Free Public Library	73	11%	48	11%	-34%
Metropolitan State University (MSU) - Denver	49	7%	27	6%	-45%
Milwaukee Environmental School (MES)	29	4%	17	4%	-41%
Plano	38	6%	31	7%	-18%
Public Education Foundation	156	23%	108	24%	-31%
San Mateo County Library	58	9%	37	8%	-36%
Southwest Solutions	47	7%	39	9%	-17%
Tupelo	44	7%	23	5%	-48%
Village of Promise	37	6%	21	5%	-43%
Totals	666	100	455	100	-32%

Figure 13: Initial Interview versus Final Interview

LIBRARY USE

Of the 666 individuals participating in the Initial Interview, sixty-two percent or 411 participants, reported they personally have a library card, and 43% of them indicated their children likewise possess their own library card. Nine percent of respondents replied that some of their children possessed a library card. In the Final Interviews, conducted with 455 participants, these percentages increased between the two interviews: 77% of respondents indicated they had a library card and 59% of the respondents indicated their children similarly had their own library card(s). Ten percent of individuals reported some of their children had cards.

Library Visits								
# of visits	Monthly Library Visits				Monthly Library Visits with Child			
	2016-2017		2015-2016		2016-2017		2015-2016	
	Initial Interview (n=666)	Final Interview (n=455)	Initial Interview (n=912)	Final Interview (n=623)	Initial Interview (n=666)	Final Interview (n=455)	Initial Interview (n=912)	Final Interview (n=623)
0	44%	32%	45%	29%	40%	23%	43%	27%
1-2	33%	35%	28%	36%	35%	39%	29%	38%
3-4	14%	20%	14%	25%	16%	23%	15%	24%
5-7	4%	6%	6%	6%	4%	9%	6%	6%
8+	5%	7%	7%	5%	5%	6%	7%	6%

Figure 14: Library Visits, Initial versus Final (2015-2017)

During the Initial Interviews, 51% of respondents reported visiting the library with their child(ren) between one and four times a month. The percentage of individuals not visiting the library with their children at all dropped from 40% in the initial interviews to 23% in the final interviews. To be expected, then, the percentage of individuals bringing their children to the library increased in all categories. Individuals bringing their children to the library between one and four times a month increased from 51% to 62% in the Final Interviews. This increase is slightly smaller than seen in the 2015-2016 program year, where the percentage of parents bringing their child to the library between one and four times a month increased from 44% to 62%, an increase of 22 percentage points. However, the percent of parents not taking their children to the library decreased in 2016-2017, from 43% (initial) and 27% (final) in 2015-2016, to 40% (initial) and 23% (final) in 2016-2017. Thus, parents participating in TFL programs report taking their children to the library at a higher rate than at the beginning of the year.

LITERACY, TECHNOLOGY, AND OTHER INTERACTIVE, SCHOOL, AND LEARNING ACTIVITIES

LITERACY ACTIVITIES

	Listening to Child Read		Reading With Child		Reading to Child	
	2016-2017		2016-2017		2016-2017	
	Initial Interview (n=666)	Final Interview (n=455)	Initial Interview (n=666)	Final Interview (n=455)	Initial Interview (n=666)	Final Interview (n=455)
Not at all	12%	3%	13%	6%	9%	5%
Once a week	5%	6%	9%	10%	9%	6%
Twice a week	8%	15%	11%	14%	11%	11%
Three times a week	13%	16%	13%	17%	13%	16%
Four times a week	8%	10%	7%	7%	6%	7%
Five times a week	15%	15%	15%	14%	18%	16%
Six times a week	3%	3%	3%	4%	3%	4%
Every day	32%	32%	29%	28%	31%	31%
Child unable to read/Unable to read with child	5%	1%	1%	1%	1%	4%

Figure 15: Literacy Activities Last Week

Close to one-third of participants engage in some form of literacy activity (reading to child; reading with child; listening to child read) every day. “Listening to a child read” rates for five time a week and more remained the same between the Initial and Final Interviews. The largest change in “listening to a child read” occurred within the ‘not at all’ category, which dropped from 12% in the Initial Interviews to 3% in the Final Interview. Likewise, the number of individuals indicating they did not engage in reading with their child or reading to their child dropped as well. Further, the number of participants indicating their child could not read dropped from 5% to 1%, indicating an increase in the number of children that are able to engage in some kind of literacy activity with their parents over the course of the year.

Literacy Activities: Thinking about the last week, did anyone in your family do the following activities with your child(ren)?								
	2016-2017		2015-2016		2014-2015		2013-2014	
	Initial (n=666)	Final (n=455)	Initial (n=912)	Final (n=623)	Initial (n=398)	Final (n=285)	Initial (n=168)	Final (n=92)
Told your children a story	78%	89%	78%	88%	75%	88%	86%	85%
Taught your children songs or music	75%	84%	73%	82%	70%	78%	74%	75%
Talked with children about child's family history or ethnic heritage	70%	78%	67%	81%	68%	88%	66%	74%
Helped your children with homework	89%	90%	90%	91%	90%	93%	91%	95%
Worked with your children on learning something new	91%	96%	89%	95%	87%	96%	93%	96%

Figure 16: Literacy Activities in the Last Week (2013-2017)

The number of participants helping their children with their homework has remained relatively high across both Initial and Final Interviews, as well as all four program years, ranging from a low of 89% (Initial interview in 2016-2017) to a high of 95% (Final interview in 2013-2014). In the last two program years, the increase in participants helping children with their homework has been 1 percentage point. The number of participants helping their children learn something new showed a similar increase in the last two program years, a five percent increase in 2016-2017 and a six percent increase in 2015-2016. The largest increase in a literacy activity between initial and final interviews this year was within the 'told your child a story' category, which increased 11 percentage points over the program year.

TECHNOLOGY

Across all four program years, there has been yearly increase in participants using technology with their children. Likewise, the percent of participants reporting no technology use with their child(ren) in the last week decreases each program year. For 2016-2017, this percentage decreased 8 points, from 12% to 4%.

Technology use: Thinking about the last week, how many times did someone in the family use technology (e.g., computer, smart phone, tablet) with your child(ren)?								
	2016-2017		2015-2016		2014-2015		2013-2014	
	Initial (n=666)	Final (n=455)	Initial (n=912)	Final (n=623)	Initial (n=398)	Final (n=285)	Initial (n=168)	Final (n=92)
Not at all	12%	4%	13%	5%	16%	4%	15%	4%
Once/week	6%	5%	7%	3%	5%	3%	8%	7%
Twice/week	11%	9%	11%	10%	10%	11%	17%	9%
Three times/week	11%	11%	11%	14%	12%	14%	14%	18%
Four times/week	7%	7%	7%	8%	10%	5%	8%	8%
Five times/week	9%	11%	5%	10%	6%	8%	7%	17%
Six times/week	2%	3%	2%	4%	2%	4%	2%	2%
Every day	43%	50%	43%	48%	38%	51%	29%	36%

Figure 17: Technology Use in the Last Week (2013-2017)

Similarly, each year the number of participants reporting someone using technology with their child(ren) every day has increased. For the 2016-2017 program year, this increase was seven percentage points, from 43% in the initial interviews to 50% in the final interviews. With the exception of the 13-point increase in 2014-2015 for the “every day” category, this change in seven percentage points is about average for the other program years. This finding could indicate that TFL programs are supporting increased use of technology as a family resource, as entertainment, and as a learning tool.

Respondents were asked to specify the type of activities happening with technology in the surveys’ next question. Follow-up questions probe the kinds of activities that draw on technology. Participants were asked if someone in their family engaged in any of four types of interaction with their children regarding technology use:

Technology Used With Child		
<i>In the last week, did some in your family do the following activities with your children?</i>	2016-2017	
	Initial Interview	Final Interview
	(n=666)	(n=455)
Talked about what was on TV	82%	92%
Used the computer/tablet/smart phone to find information	84%	89%
Used the computer/tablet/smart phone to learn something new	82%	92%
Used the computer/tablet/smart phone to play a game	78%	95%

Figure 18: Technology Used in the Last Week

The largest increase in activity done with their child(ren) is playing a game with a computer, tablet, or smart phone. Participants reported a 17% increase in this activity with their children. The second largest increase (10%) reported was talking with their children about what is on TV and using the computer, tablet, or smart phone to learn something new.

Additionally, program participants showed evidence of increasing comfort with various technological tasks.

Technology Confidence										
<i>How confident are you in your abilities to do the following? 2016-2017</i>	<i>Not at all comfortable</i>		<i>Uneasy</i>		<i>Somewhat comfortable</i>		<i>Comfortable</i>		<i>Extremely confident in abilities</i>	
	Initial = 666	Final = 455	Initial = 666	Final = 455	Initial = 666	Final = 455	Initial = 666	Final = 455	Initial = 666	Final = 455
Turn on and turn off a computer	9%	4%	5%	4%	14%	12%	35%	37%	38%	44%
Use a keyboard and/or mouse	10%	3%	6%	3%	17%	17%	34%	38%	34%	38%
Load software	28%	16%	14%	13%	19%	23%	20%	24%	19%	24%
Have skills necessary to different programs	27%	16%	13%	12%	21%	24%	20%	25%	18%	23%
Use the Internet to obtain information	11%	4%	4%	3%	12%	12%	39%	44%	34%	38%

Figure 19: Confidence with Technology

Participant ratings in “not at all comfortable” and “uneasy” categories decreased for all activities over the year. The largest reported change was in participants’ comfort in turning a computer off and on, the

highest category of which (extremely confident) showed a six-point increase, from 38% to 44%. As might be expected with increasing comfort in completing technological tasks, respondents also increased the types of technological activities and tasks they regularly accomplished.

Technology Use		
<i>Please indicate if you have or do any of the following:</i>	2016-2017	
	Initial Interview	Final Interview
	(n=666)	(n=455)
Have a smart phone	89%	91%
Use data/Internet on phone	91%	94%
Have a computer at home	64%	65%
Have an email address	81%	88%
Communicate with your children’s teachers via email	37%	51%
Access the school website for students' grades, homework, and calendar (days off, vacation, special events) on a home computer or smart phone	48%	68%
Have a working DVD player in your household	72%	78%
Access educational websites such as Wonderopolis®	33%	68%
Watch educational television programs such as the history channel or PBS	77%	83%
Have a tablet	58%	74%
Online social networks (e.g., Facebook, Twitter, Snapchat, etc.)	79%	83%

Figure 20: Use of Different Technology (2016-2017)

Of particular note is the increase in those activities that revolve around their child(ren)’s education, all of which showed increases of at least five points:

- Communicating with their child(ren)’s teacher with email increased by 14 points;
- Accessing the school’s website increased by 20 points;
- Accessing educational websites increased by 35 points; and
- Watching educational programs increased by 6 points.

SCHOOL ENGAGEMENT, COMMUNITY ENGAGEMENT AND LEADERSHIP

During the course of the year, the percentage of parents visiting the school only to pick-up or drop off a child decreased two-thirds, from 27.6% to 9.5%. Overall, respondents visited their children’s schools for a variety of reasons (see Figure 21). Notably, volunteering for school activities saw some of the higher

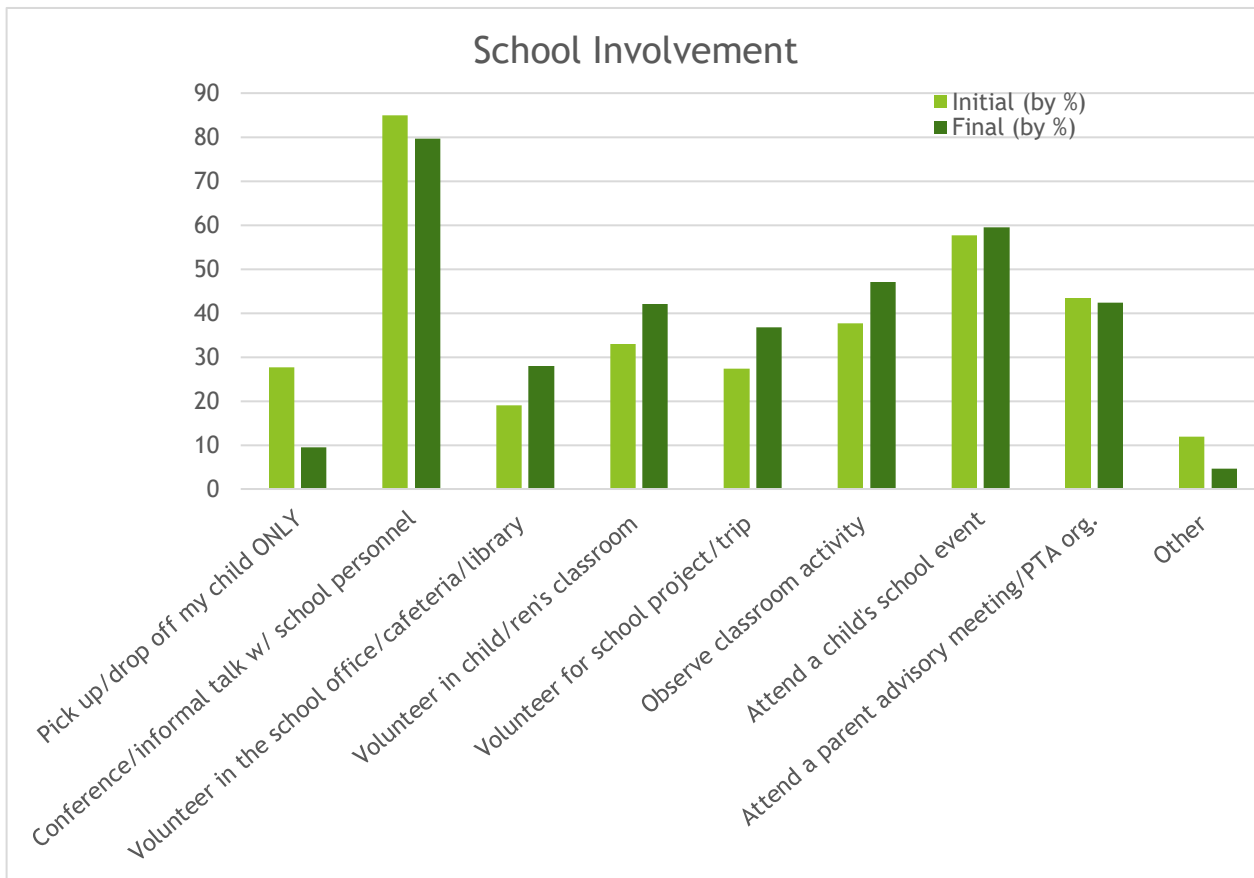


Figure 21: School Involvement

increases. This might indicate that parents are more aware of opportunities to participate in schools or more comfortable in the school setting.

When asked to specify their “other” selection, comments included attending awards ceremonies and honor roll events, and bringing in special treats for the entire class. These comments evidence children’s success in school and participating in the school life of the child in a variety of ways.

In addition to greater involvement with their child’s schooling, many individuals reported an increase in general community involvement and interactions. Participants reported taking their children to a variety of community activities and events. Participants taking their child(ren) to a community, ethnic or religious event increased by 14 percentage points over the year; those participants taking their child(ren) to an art gallery, museum, or historical site increased by 13 points.

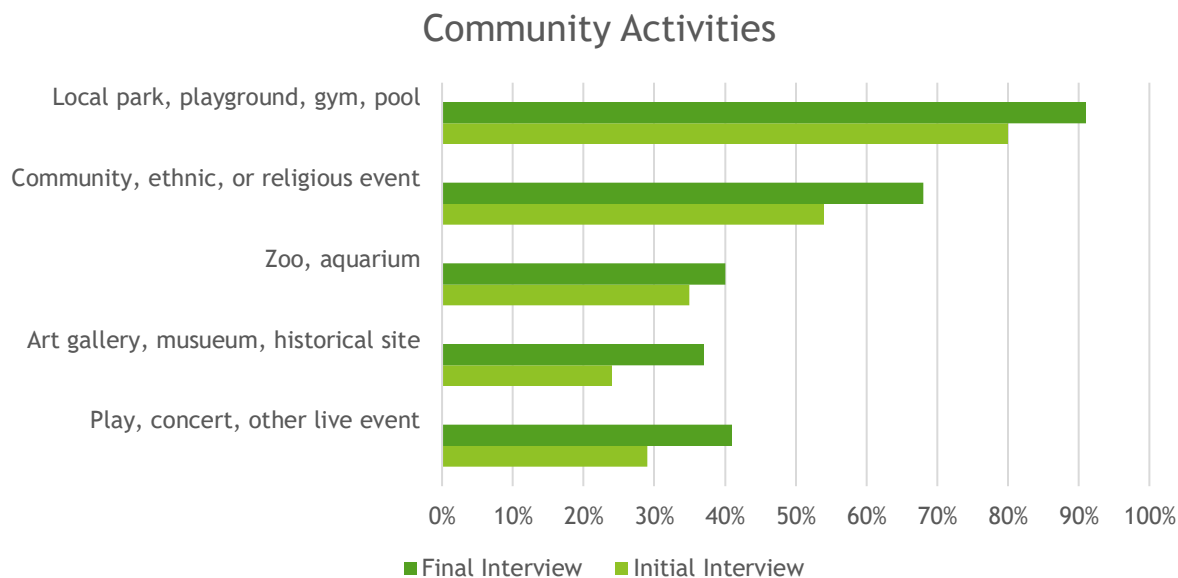


Figure 22: Community Activities

Participants were not just attending events and activities in the community; however, but were increasingly playing a role in leading, planning, or supporting these events. While only 31% of participants indicated they had volunteered for a local group in the Initial Interviews, this percentage almost doubled in the Final Interviews, growing to 61%. Likewise, those reporting they had helped to organize a community event increased from 38% to 75%, while those reporting they led such an event increased by 2.5 times, growing from just 19% to 51%.

Leadership & Community Engagement		
Initial Interview: In the last 6 months have you... Final Interview: Since enrolling in the Toyota Family Learning, have you...	2016-2017	
	Initial Interview (n=666)	Final Interview (n=455)
Volunteered for local group	31%	61%
Attended local community event	49%	81%
Helped to organize a project in your community	38%	75%
Led a local community, school, or any other event	19%	51%
Participated in a community service project	34%	85%

Figure 23: Leadership and Community Engagement

There are several conclusions that can be drawn from comparing the data from the Initial and Final Interviews. Firstly, the participants reported a marked increase in involvement with their child(ren)'s education, visiting their children's schools for a variety of reasons, using technology to interact with their children's teacher and to visit their school websites and other educational sites. Additionally, participants are taking their children to more community events, exposing their children to a greater variety of activities, particularly those of cultural or historical significance, thereby influencing social and cultural capital. Lastly, participants are taking a larger role in their local or school communities, volunteering for community groups, participating in community events and service projects, and even in leading the completion of such activities. This increased involvement can be important to nurturing a child's sense of civic engagement and belonging, and demonstrates to their children the importance of the community and the individual's role within it.

SECTION SUMMARY

Programs, on average, lost about one-third of their initial participants. Variables such as employment status, number of hours worked, number of children in the home, and country of origin remained at similar percentages between the Initial and Final Interviews, and on the whole reflect similar demographics from previous program years. One variable that did change, however, between the interviews was academic optimism of the parents for their children. There was a 28% increase in parents indicating their children would complete a college degree. These numbers do not indicate the direction of causation; however, they cannot determine whether uncertain parents were more likely to exit from the program or if parents that continued were more likely to become more certain of their children's educational future over time.

This section documents some important gains. Over time, participants became more comfortable with using technology and performing certain technological tasks, particularly with turning technology on and off, loading software, and using the Internet to find information. Parents also reported using technology to further support their children's education, with increases in those individuals using technology to communicate with teachers, check the school website, and visit other educational websites for/with their children. Due to an increase both in comfort of using technology and in using technology for their children's education, those programs integrating technology and digital resources into their curriculum and activities would seem to be doing it successfully.

INTERACTIVE LITERACY ACTIVITIES: HOME LEARNING LOGS

TOTAL NUMBER OF HOME LEARNING LOGS COMPLETED BY PROGRAM SITE

TFL Program	Site	Site Totals	Program Totals
Beech Acres	Academy of World Languages	26	201
	Hays-Porter Elementary	35	
	John P Parker	18	
	Rothenberg	64	
	Sayler	8	
	Taft	14	
	Westwood	36	
Broward	Pines Annex	2	164
	Village Multipurpose Center	162	
Dev. Centers	Dev. Centers Say & Play	47	47
Larkins	Larkins Say & Play	314	314
Louisville Free Public Library (LFPL)	Bon Air	6	206
	LFPL Main Branch	122	
	Okolona Elementary	74	
	Okolona Library	4	
Metro State Uni, Denver (MSU)	Quigley	62	62
Milwaukee Environmental School (MES)	Next Door	2	84
	Sciences Charter School	82	
Plano	Plano Family Literacy School	187	228
	Sigler Family Literacy	41	
Public Education Foundation (PEF)	Crestwood Elementary	77	902
	Dean Petersen Elementary	247	
	Gene Ward	235	
	Howard Hollingsworth Elementary	31	

	JT McWilliams Elementary	138	
	Matt Kelly Elementary	47	
	Paul Culley Elementary	35	
	Sunrise Acres Elementary	92	
SMCL	East Palo Alto	157	200
	Half Moon Bay	43	
SWC	Avancemos	61	154
	Harms	91	
	Lighthouse Academy	1	
	Munger	1	
Tupelo	Family Resource Center	38	38
VOP	Cavalry Hills Center	173	173
TOTALS: 13 programs		36 sites	2689 Logs

Figure 24: Home Learning Logs Submitted

Similar to previous program years, the frequency of completing the Home Learning Activity Logs (n= 2689) varied—weekly, biweekly, or, in some cases, infrequently—across the seven months of Toyota Family Learning classes. Programs that had easy access to technology completed the logs online; other programs asked parents to fill them out on a paper version, then program staff entered them into the online survey format; and some programs used a combination of both strategies. Some programs appear to have been more diligent about submitting forms; however, this may be an effect of enrollment numbers. Program sizes varied widely. Some programs consisted of one single site, while the largest program operated at eight different sites with 156 participants.

The 666 participants for the 2016-2017 program year returned an average of four logs per participant (2,689 logs/666 participants). Program Year 4 had the second largest enrollment and the second-largest completion of Home Learning Activity Logs in the four years of the Toyota Family Learning project; Year 3 (the program year with the largest enrollment) averaged 5.6 logs per participant.

Mothers, fathers, siblings, and grandparents, ranked in that order of involvement, show mothers most highly engaged in home activities.

Mothers were the most involved with the learning activities of their children by a wide margin. Mothers were most likely to report reading to their children, with 2,405 reports. For every one father reading to their children, there were 2.4 mothers. Fathers, conversely, were more likely to report doing something outside the home with their children (n=1519), followed by playing a game with their children

(n=1329). Siblings and grandparents, the third and fourth most involved categories measured, were likewise more likely to report doing something outside the home with their siblings and grandchildren. Grandparents also showed high numbers for telling stories relative to other activities.

Mothers continue to be the most involved in-home learning activities as they have in years past. This was particularly true in terms of involvement with the child(ren)'s schooling.

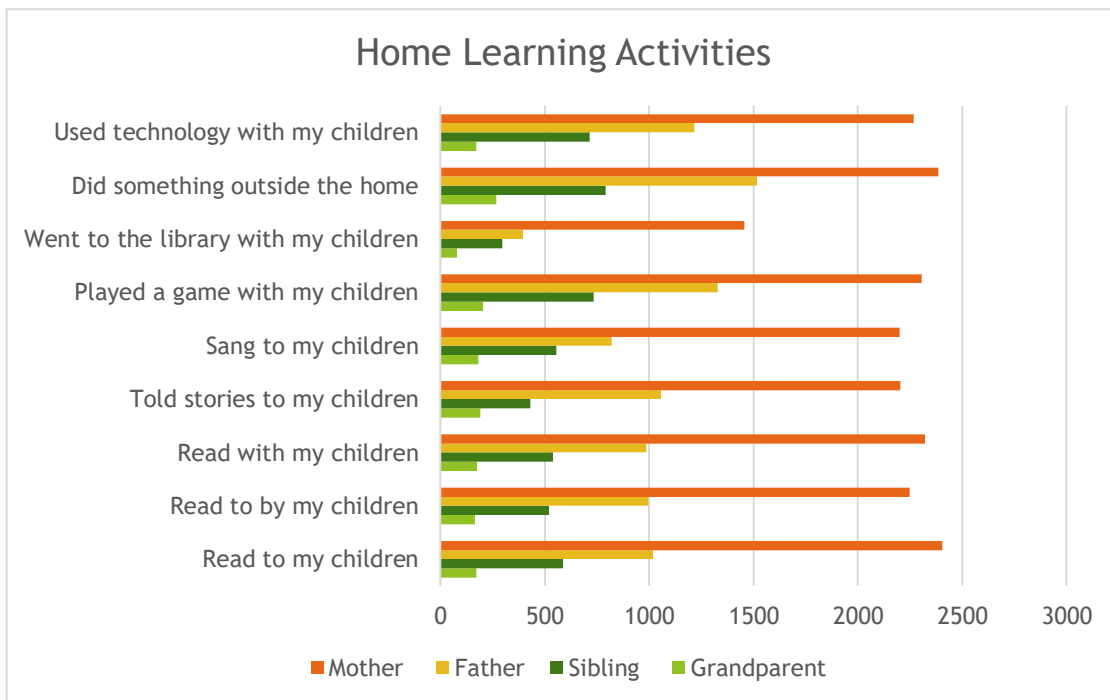


Figure 25: Home Learning Activities by Caregiver

Activity	Mother	Father	Sibling	Grandparent
Talked to my child(ren) about homework	55% (2429)	25% (1101)	9% (395)	4% (169)
Helped with homework	54% (2336)	24% (1015)	11% (475)	3% (140)
Talked to someone at the school	62% (1974)	20% (632)	6% (190)	4% (115)
Volunteered at the school	67% (1451)	15% (330)	5% (109)	4% (83)

Figure 26: Involvement with Child(ren)'s Schooling

For example, mothers represent 67% of the family members volunteering at a child's school. The next highest family representative for volunteering was fathers at only 15%.

A wide range of "different literacy activities" were recorded by participants. The most commonly reported activity was "cooking and other home chores" (n=1817). This was followed by "listened and

played music together” (n=1692). This represents an increase in this category, as in the previous year it ranked behind “home chores” and “language vocabulary activities.” “Community activities” was ranked lowest when the “other” category is eliminated.

In sum, participants are actively engaging in a wide variety of activities using technology and distinct from technology.

SECTION SUMMARY

These findings have the following implications: 1) mothers continue to have, by far, the largest involvement in their children’s school life; 2) while mothers continue to be the primary caregiver involved in literacy activities, children are being exposed to literacy and family engagement as activities appropriate for other members of the family suggesting that literacy and learning are not solely a mother’s duty; and, 3) children in the family are possibly being exposed to more and more diverse activities, with a variety of family members, most notably their mother, fathers, siblings, and grandparents.

LEARNING GOALS

During the Initial Interview, participants were asked about their goals for the upcoming program year. The seven goals listed were: To earn more money, to upgrade my skills to keep my job, to get a better job, to earn a GED/high school certificate, to improve my English language skills, to obtain the

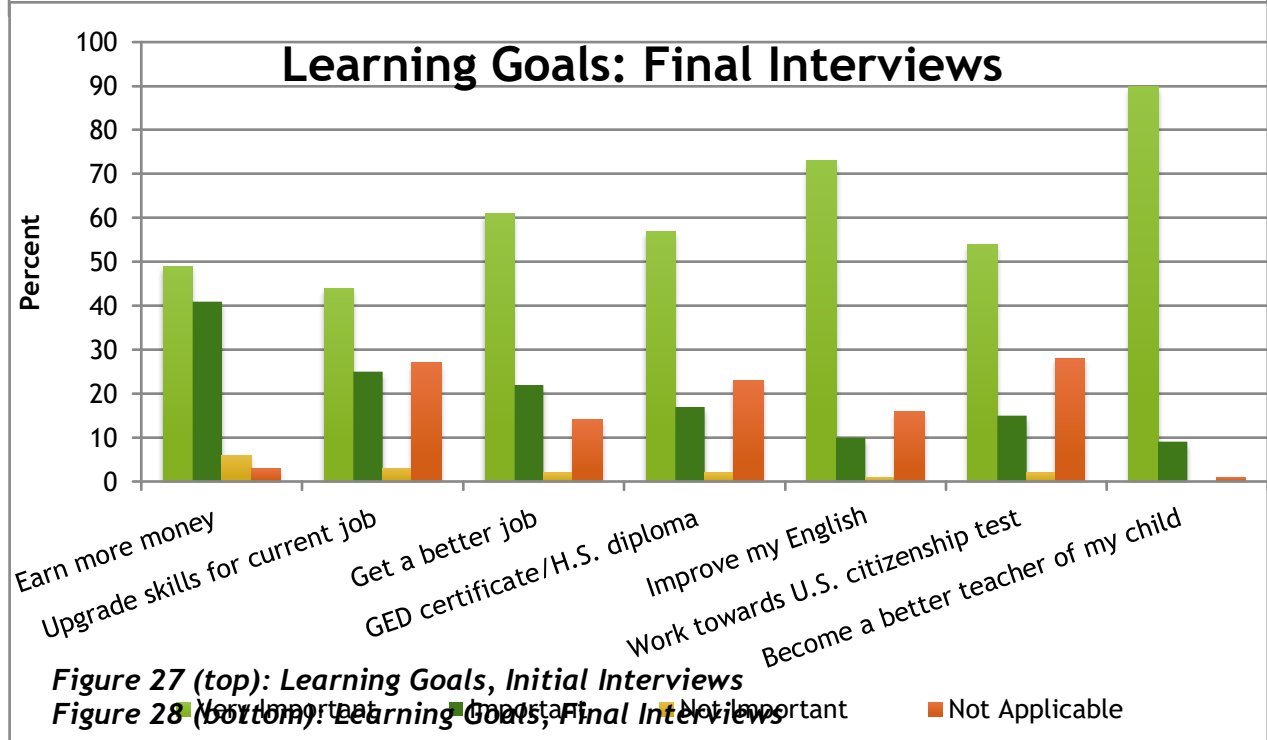
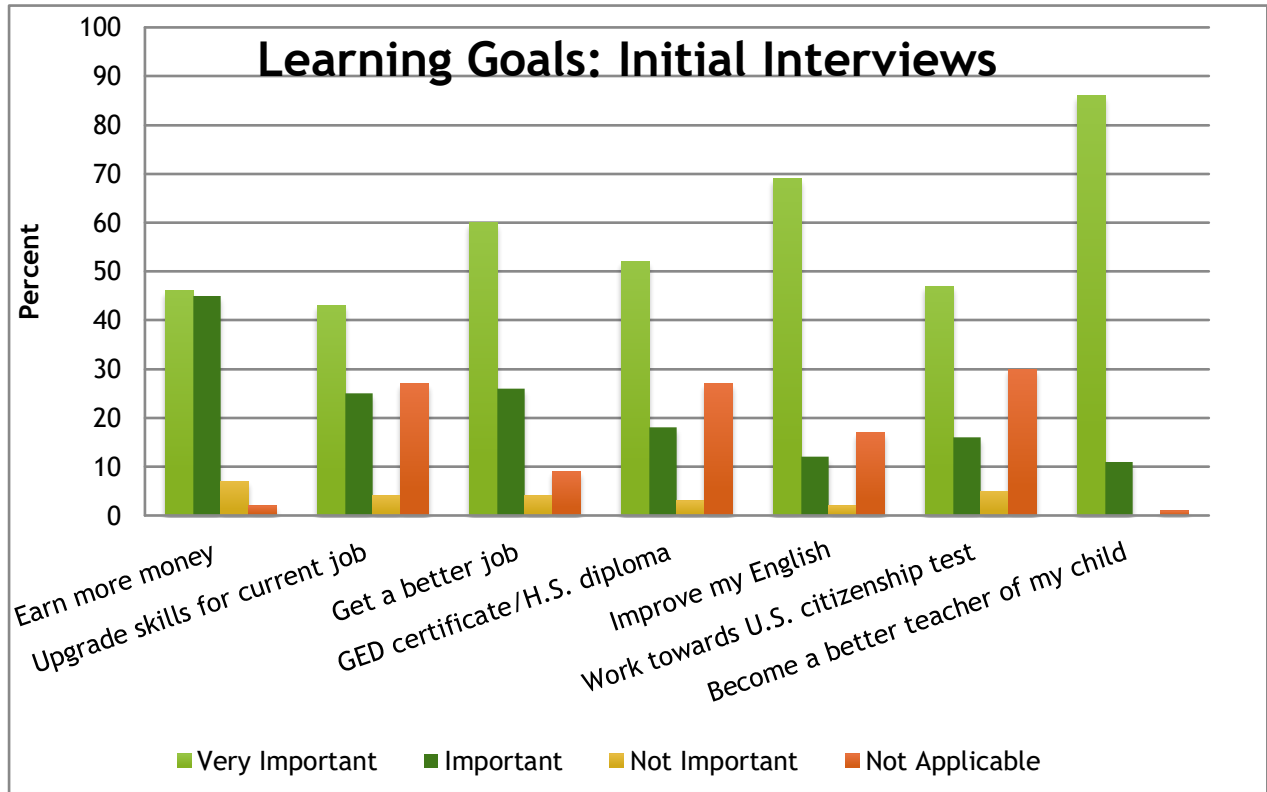


Figure 27 (top): Learning Goals, Initial Interviews

Figure 28 (bottom): Learning Goals, Final Interviews

knowledge necessary for the U.S. citizenship test, to become a better teacher of my child. Participants were asked to categorize the goals as either “very important,” “important,” “not important,” or “not applicable.” The goal most participants ranked as “very important” was “to become a better teacher of my child.” 574 individuals (86%), listed this goal as “very important,” and 72 individuals (11%) listed it as “important.” Interestingly, more people listed this goal as not applicable (8 participants) than listed it not important (3 participants).

The goal most often categorized as “not applicable” was “to obtain knowledge necessary to pass the U.S. citizenship test,” which 30% of participants found to be irrelevant to their situation. This finding is unsurprising given that 26% of respondents were born in the U.S. (see Demographics section of report). However, “to earn a GED certificate or high school diploma,” ranked as the second highest “not applicable” goal, and would be a finding to explore as the majority of participants did not complete high school or receive a secondary certificate. Participants listed “earn more money” as the least important, as 7% categorized it as “not important”—the highest goal ranked as “not important.” However, “upgrading skills for current job” and “getting a better job” were both ranked either “very important” or “important” by over 60% of respondents.

By the Final Interview, almost all the goals ranked “not important” had been reevaluated and perceived “important.” For instance, “upgrading skills for a current job” was ranked “not important” by 4% of respondents in the Initial Interview, while it was ranked “not important” by 3% in the Final Interview. “Becoming a better teacher to my children” was ranked “not important” by three respondents in the Initial Interview, but no respondents selected “not important” in the Final Interviews. This may indicate that participants indeed changed their view of what was important to them after attending the TFL program; however, it may also be that those who initially ranked these goals as “not important” did not persist in the program.

Participants were also able to specify if they had learning goals they wished to achieve during the upcoming year. Below is a sampling of their responses (all responses below are direct quotations):

- Clear guidance for those that aren't the biological parents
- Increased family connections
- Aprender mas de como educar a los ninos, son diferentes y tratar de entenderlos a cada uno de ellos (learn more about how to raise my children, they are different and try to understand each one of them)
- I would like my daughters to feel better about living in the United States.
- I would like to teach my children the value of volunteering
- Para apreder mas para un future major para mis hijos (To learn more for a better future for my children)
- Para apreder a salir adelante (to learn to exit forward)
- To spend more time with my children and get to know them better
- To provide the best and be a part of my daughter's education
- To better my child future I want her to do and be better than me.
- To show my son that I am vested in his education

- Ser alguien en la vida (to be someone in life)
- Quiero mantener a sus hijos en actividades que les ayuden (I want to keep your children in activities that help them)
- To improve <child’s name> social skills
- Para superarme (to overcome me)

For the Final Interviews, participants were again asked about their learning goals, this time in a series of two-part questions. Respondents were asked to “Please rate these learning goals according to how important they are to you.” After assigning each goal a ranking of “important,” “very important,” “not important” or “not applicable,” participants were then asked “Did you achieve any of these learning goals?” In response to the second question, participations were able to give one of only two possible responses, “yes” or “no.”

The following table compares the number of participants that thought a particular goal important at some level (either “very important” or “important”) with the number of participants that achieved that goal during the year. It is notable that most goals were achieved by a majority of participants.

		Ranked “important” or “very important” by:	Achieved by:
To earn more money	n	604	240
	%	91%	53%
To upgrade my skills to keep current job	n	453	239
	%	68%	53%
To get a better job	n	568	224
	%	86%	49%
To earn a GED certificate/high school diploma	n	464	153
	%	70%	34%
To improve my English language skills	n	538	338
	%	81%	74%
To obtain the knowledge necessary to pass the U.S. citizenship test	n	421	162
	%	63%	36%
To become a better teacher of my child	n	646	436
	%	97%	96%

Figure 29: Learning Goals Set and Achieved

Participants were also given a chance to specify other goals they achieved over their time in the program. A sampling of these answers follows:

- Better communicate with other people
- Interest and engaging with Spanish culture
- Aprendi y lo puse en practica. Aprendi la importancia de la lectura (I learned to put it into practice. I learned the importance of reading.)
- Aprendi mas a usar una computadora (I learned more to use a computer)
- Controlar mi caracter (control my character)
- Better planning and organizing
- Being more aware of kids school work and helping with classwork
- Going back to college
- I start college tomorrow
- How to be a good parent
- Comunicacion en las tiendas (communication in stores)
- My listening skills are better
- Computer skills
- Got green card
- Upgrade on TABE test
- Voluntariado (volunteered)
- Learned new techniques to help with homework
- Learned better homework management skills

IMPLICATIONS

Given the high ranking of the goal to become a better teacher for their children, as well as the number of open text comments that mention their children, their children's futures, and their relationships with their children, it is logical to say that an individual's children continue to be a large motivating factor for the participation of both in the Toyota Family Learning. Additionally, since the majority of participants, in both Initial and Final Interviews, indicated their belief in their children earning a college degree, it would seem that participants understand the role they have to play in their children's education and eventual achievement of those educational goals held by their caregivers. This strong motivation should be used as the foundation of program activities and curriculum to continue to connect with participants and provide them with appropriate motivation. Many of the goals relate to employment opportunities either directly "upgrade skills," or indirectly "improve my English"; since a majority of participants responded positively to meeting these goals also it indicates that adult learners are acquiring skills that may help them enter the labor market or move up the employment ladder.

FAMILY MENTORING

FAMILY MENTORING LOGS

This year, Home Learning Logs and Family Mentoring Logs were combined into one survey to cut down on the amount of record keeping required of programs and participants. Thus, the number of completed Home Learning and Family Mentoring logs are the same. Family Mentoring continues to be carried out informally or formally, depending upon how the program decided to implement this component. Some programs moved from attempting formal pairings and mentoring structure to a more informal form of mentoring. Formal and informal interviews with program staff indicate that most programs thought informal mentoring was more effective and less contrived when carried out as a group activity, leaving families to plan meetings outside classroom time as preferred.

<i>Did you meet with another TFL family outside of class?</i>	# participants answered 'yes'	Total Number Surveyed	% that met the previous week
Beech Acres	56	199	28%
Broward	34	161	21%
Development Centers	20	46	43%
Larkins	144	292	49%
Louisville Free Public Library	36	202	18%
MES	10	83	12%
MSU- Denver	19	60	32%
PEF	291	837	35%
Plano	55	215	26%
San Mateo Community Library	60	196	31%
Southwest Counseling Centers	38	49	78%
Tupelo	10	37	27%
VoP	77	171	45%
Totals	850	2548	33.3%

Figure 30: Number of Families Meeting Outside of Class time

The largest program surveyed 837 individuals, a little over a third of which (35%) indicated they were able to meet with another TFL family in the past week. Southwest Counseling Centers, one of the programs with a smaller number of participants surveyed (49 individuals), had the highest rate of TFL families meet, with 78% of respondents reporting they had met with a family in the previous week. On average, 33% of participants responded that they had met with another Toyota Family in the previous week.

The first question for the Family Mentoring portion of the survey asked participants if they had met with another family from their TFL program. The table (above) reports the number of yes answers to this question by program.

MEETING PLACE

Families meeting together were mostly likely to meet at their TFL program site (52%) followed by meeting at someone’s home (14%). Participants also reported meeting at locations such as restaurants, public libraries, and their churches. The majority of respondents reported meeting only once in the previous week, although 288 respondents (35%) reported meeting twice in the previous week. Five percent of respondents indicated they met five or more times in the last week.

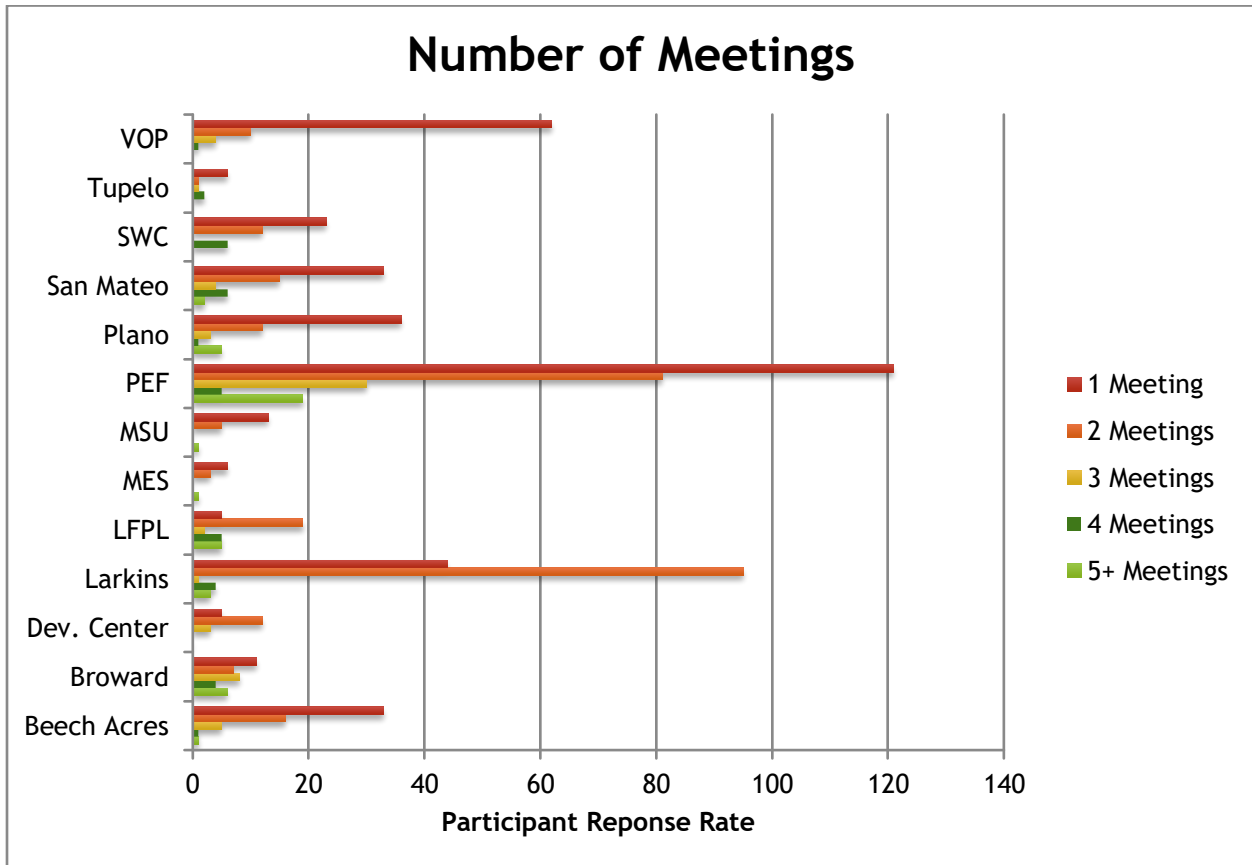


Figure 31: Number of Family Meetings in the Previous Week

DURATION & FREQUENCY

Participants were asked to estimate the time they spent with their fellow TFL families. The table below breaks down their answers to calculate an approximate total number of hours of meeting time spent within a week:

When we met, we spent a total of ____ together		Times	Number of participants	Equals	Approximate total Number of hours
Less than 1 hour	0.5	x	102	=	51
1 hour	1	X	108	=	108
2 hours	2	X	438	=	876
3+ hours	3.5	X	213	=	745.5
Total					1780.5

Figure 32: Approximate Time Families Met Outside Class Time

Thus, an approximate total amount of time participants spent in a week with fellow families was over 1780 hours.

Participants were also asked how many times, in the previous week, they had met with another TFL family. Responses ranged from one meeting to five or more meetings in the previous week. Three-hundred ninety-eight respondents (48%) indicated they met just once in the previous week. Meeting twice a week followed with 285 incidences reported. Meeting three or more times dropped significantly to 61 for three times, 35 for four times a week, and 43 reported meeting five or more times a week. Although not all participants are meeting outside of structured program time, it is notable that a core group of families are building strong relationships with other families. Participants in focus groups remarked on how sustained friendships were formed through the Toyota Family Learning program. The relationships provided social, emotional, and knowledge-development support. This helped participants to pursue educational goals, garner

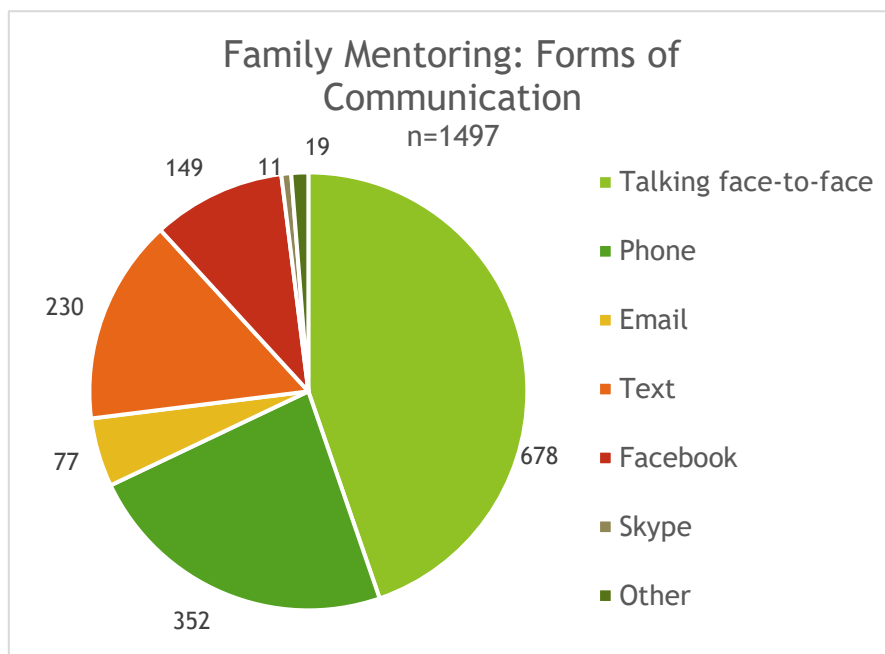


Figure 33: Family Mentoring: Form of Communication

collaborative childcare exchanges, and generate company and motivation for family or individual activities, such as going hiking or going to a local fair.

FORMS OF COMMUNICATION

In addition to the face-to-face meetings, families communicated in a variety of ways about different subject matter, mainly focusing on: children’s school or education (n=642), parenting issues (n=429), the Toyota Family Learning class or project (n=402), and how to do something (n=327). This year there was a shift in topics of communication from just Toyota Family class or TFL projects. This indicates that parents and families are engaging on topics beyond Toyota Family Learning, extending relationships beyond their constructed class interactions. The most popular form of communication between families remains talking face-to-face with (678, 45%) or talking by phone 352 (23%). There was growth in using text (230, 15%) and Facebook (149, 10%). Email also increased from 21 to 77 (5%) incidences. Skype (11, 1%) again had few reports; however, it may also be that this is a contrived question as Skype is generally used to communicate between people who do not live in proximity. The percentage of participants using digital forms of technology (excluding phone) to facilitate communication has risen from 27% (n=127) last year to 31% (n=467) this year.

STRUCTURE, BENEFITS, AND TYPES

There were few changes from last year as regards family mentoring. Data from the interviews with program staff show that organizations continue to struggle to institute Family Mentoring as a formal process; several programs decided to rely on informal mentoring and to support family interactions during the program hours and outside of program hours.

In some programs, Family Mentoring provided a structure and purpose around which families could learn and share more about one another. Some programs used class activities or topics from the service learning project as a topic for Family Mentoring, using it

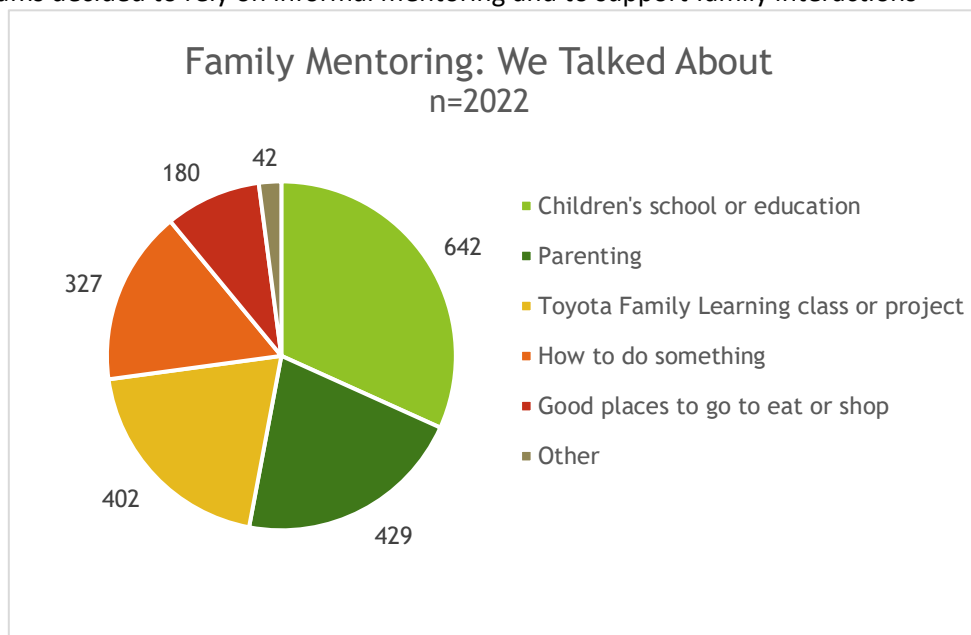


Figure 34: Conversation Topics

more as a sharing of ideas and resources time than a mentor-mentee meeting. Other programs provided opportunities for parents to share experiences in class or encouraged or facilitated families in getting together outside of class hours.

Out of 2,453 responses, 642 (32%) were about their children’s school or education, 429 (21%) about parenting, and 402 (20%) communicated about the Toyota Family Learning class or project. These numbers reflect the shift in parents extending their topic of communication from the structured work and activities of the Toyota Family Learning program to other topics relevant to the family. The two topics—child’s education and parenting—indicate that parents are becoming resources for one another about primary issues that affect their families. Otherwise the numbers were relatively stable with 16% reporting that they discussed how to do something; 9% on good places to go to eat or shop; and 4% on other subjects like food/recipes, community resources, life issues, church, travel, and fun activities. Other activities included going to church together, playing games, and other child-focused activities, such as coloring. In these communications, the main theme is families helping each other with both educational and social needs of the whole family—adults and children.

Supportive Aspects of Family Mentoring												
	2016-2017				2015-16				2014-2015			
	Yes		No		Yes		No		Yes		No	
	%	n	%	n	%	n	%	n	%	n	%	n
We helped them with something	75	393	25	129	84.9	208	15.1	37	70.4	140	29.6	59
We learned something from them	82	413	18	90	76.4	191	23.6	59	71.5	143	28.5	57

Figure 35: Supportive Aspects of Family Mentoring

Most programs continue to explore and refine their Family Mentoring component so that it best meets their participants’ needs. However, regardless of the differences in implementation, the data show that those families involved, even in minimal ways, reported high levels of reciprocal learning (see Figures 34-37).

Community building and involvement is a new and notable aspect of Family Mentoring in Year 2, and speaks to the families’ engagement with the communities in which they live. Family mentoring also had a social aspect; for example, some families went shopping or out to eat together.



Figure 36: Family Mentoring Word Cloud

These word clouds demonstrate the myriad topics that families noted that they talked about when meeting up with other Toyota Family Learning families. Notably, information, learn, family, and children are the most prominent topics mentioned.

Family Mentoring: Things we did together		
Theme	n	%
Worked on a Toyota Family Learning project	544	22%
Talked about a problem	349	14%
Went to our children's school	313	13%
Went shopping	157	6%
Ate at a restaurant	142	6%
Went to a park	155	6%
Looked for information about a topic	214	9%
Did research to answer questions	145	6%
Taught something new	152	6%
Had fun talking	256	10%
Other	26	1%

Figure 37: Family Mentoring: Activities

Lastly, Family Mentoring data continue to indicate that this activity has the possibility of expanding participants’ social networks. Interviews with parents support this finding; parents stated that they helped each other out by giving each other rides to class, sharing babysitting, engaging in activism, and encouraging one another to continue attending class, and generally felt as though they had become a “family.” Similar to last year social networks were expanded through Family Mentoring activities as classmates introduced each other to friends, family, and school personnel (see Figure 37). Family members remain the primary category for new introductions; however, this is reduced from previous years (44% v. 50%) indicating that the social network is possibly opening up to more weak tie networks. This year friends remained the same (22%) as last year and neighbors (a new category) were reported as 7% of responses. Community members and school personnel also came in at 7% and 6% respectively.

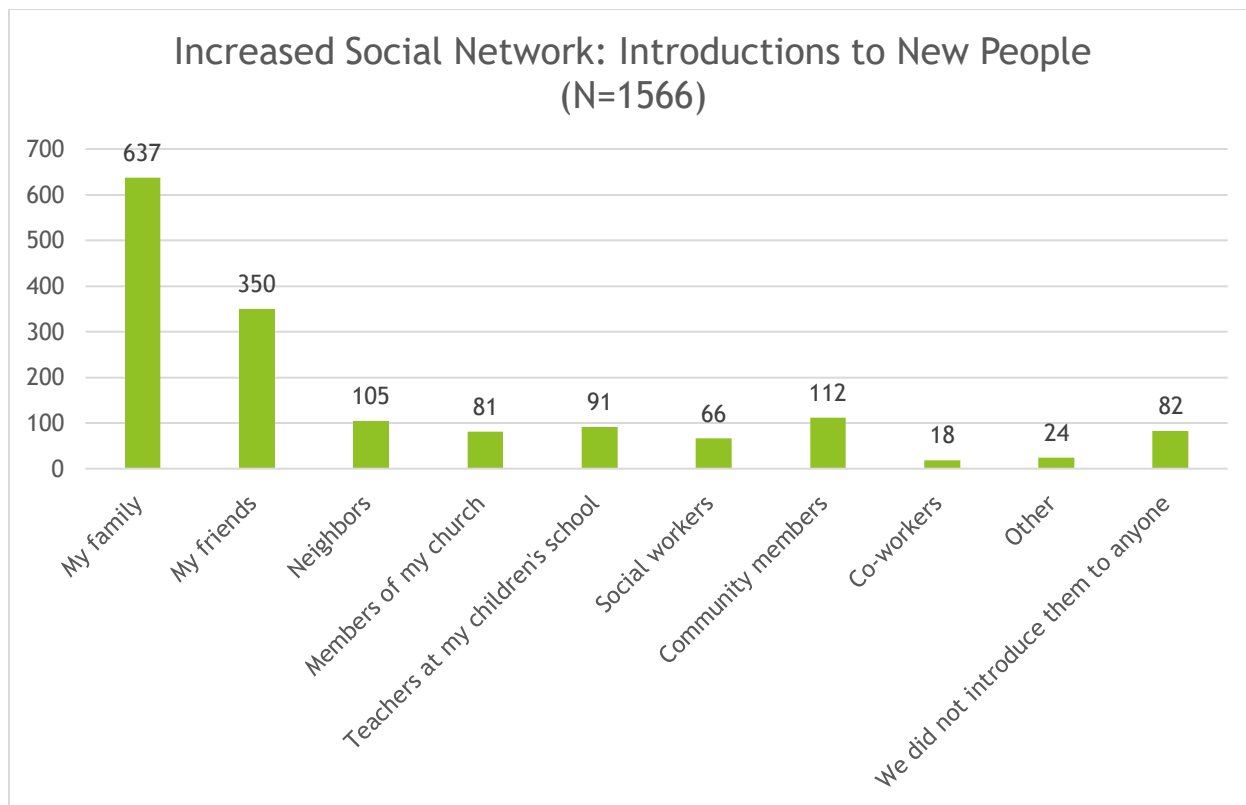


Figure 38: Family Mentoring: Social Network Growth

IMPLICATIONS

This year we embedded the Family Mentoring survey into the Home Learning Log. We do not know if this is the reason the number of logs nearly doubled this year. Having the trigger question, “Did you meet with another Toyota Family Learning family outside of class?” may serve to remind families that meeting with other families outside of structured class time is an encouraged activity. Programs did not appear to have increased their focus on Family Mentoring; in fact, some program staff indicated that they had decided not to impose structured pairing of families and to encourage informal mentoring opportunities instead. While these findings are not attributable to one program structure or another, it appears that informal mentoring could produce similar results simultaneously making it a less forced activity and freeing up programs to focus on other content or activities. In other words, programs can spend more time with other aspects of Toyota Family Learning while still encouraging families to share resources and connections. Whether using an informal or formal Family Mentoring structure, program staff stated that they would highlight parent suggestions, encourage a time for sharing resources, or allow time for parents to discuss a topic that might be bothering one parent and then request input from other parents. Practitioners thought this was an effective tactic for building relationships and having parents reflect on their own expertise.

When children participate, parents report that their children particularly like meeting new people and also primarily liked helping the “other family.” Helping children explore and experience meeting with

other families outside their network is also an important tool for children as they can grow up with a more extended network. Additionally, parents often remark how it is their child's relationship with other children enrolled in the program that supports parent retention.

CHALLENGES

Programs continue to struggle with getting families to meet outside of the class. That being said, there are many reasons why families may not be able to engage socially outside of classes. The gentle push to create and build relationships is probably the better way to go.

Each year the following is a challenge: Expectations and strategies for Family Mentoring need to be better described, refined, and adjusted to focus on a few key goals, such as social capital and how families interact and relate to each other and to others outside their usual social realm.

RECOMMENDATIONS

- Support programs with staff and participants' training in mentoring or coaching to help programs provide formal mentoring or coaching tools. *(same recommendations as PY 3)*
- Create structures for families to meet outside of class. For example, discuss possible activities that are happening and help families figure out how to meet so that they might attend an event together (e.g., go to a museum, attend a school festival, meet up at the library for story hour). This could be a good tactic to help families take advantage of free local events or to become engaged in activities beyond Toyota Family Learning.
- Support children, as appropriate, to make arrangements for the families to get together (e.g., play date instigated by child)

FAMILY SERVICE LEARNING

Family Service Learning Final Reflection Logs (n=95)

According to the Toyota Family Learning Benchmark Indicators, Family Service Learning was to actively engage participants in meaningful and personally relevant service activities, have clearly articulated goals, promote understanding of diversity and mutual respect among all participants, engage both parent and child in the planning and implementation of the project, engage community partners, and establish a means of sustainability.

Programs were required to submit a Final Reflection Log (to be completed as a group after the project was finished) to gauge whether these goals were achieved. The data are further supported by the artifacts (e.g., pictures, PPTs, padlets) that programs submitted; the artifacts document the process and provide additional evidence of people engaged in activities and the product, if relevant, of the service learning project.

NCFL requires at least three service learning projects per family per project year. Programs varied in the number of logs submitted and the way they carried out the service learning component; the overall number of logs increased this year (average per program n=7.3 versus 6.8 in PY3). This year programs created projects that helped or informed the local community; others focused on supporting their local schools, while still others targeted particular groups in need in the local community (see Table 48). Many programs varied their audience from one project to the next as well as the type of activity. For example, one program collected donations for Haiti, planned and led a Family Fun Day, and created storybooks which they shared while caroling at a senior care facility.

Family Service Learning continues to be a highly productive program component of the Toyota Family Learning programming as it avails participants of opportunities to develop leadership, voice, social capital, organizational and interpersonal skills, and employability skills. Through the service learning activities, parents are given the opportunity to be recognized as productive members of a community which has led to a greater sense of self-worth and relevance to the community and family—key aspects of community integration and belonging. It appears as though programs recognize the value of these service learning experiences and are more intentionally integrating key skills, such as literacy and employability, into their programming as evidenced by the Family Service Learning (FSL) logs. Furthermore, some programs are giving many parents the opportunity to take the lead on the projects allowing leadership and organizational skills to be more concretely and fully developed and practiced.

Program	Logs Submitted
Beech Acres	16
Broward	5
Development Centers	5
Larkins	3
LFPL	10
MES	4
MSU	6
PEF	27
Plano	6
San Mateo	8
SWC	4
Tupelo	1
VOP	3
TOTAL	95

Figure 39: Family Service Reflection Logs by Program

PARTICIPATION

This year programs reported a total of 6600 people taking part in some aspect of the service learning projects. Interestingly this is a sizable increase over the PY3 year’s overall participation numbers (n=3418). Noteworthy is that this increase is despite fewer programs involved in the data pool (PY3 17 programs; PY4 12 programs). Although the number of non-enrolled adults and children did not reach the same levels as the previous year, the number of participating TFL children increased (2015-16 n=1983; 2016-17 n=2669). This may reflect the ebb and flow of participation which varies depending on the activity and targeted audience of the Family Service Learning project. Regardless, the inclusion of more children in the activities is important as it aligns with the research finding that service learning experiences may inform a child’s career choices and civic engagement. Furthermore, there are also the individual rewards that participants noted, such as the surprise of a fiancé or father showing up at an event and how it contributed to a family being able to share time together. For other communities FSL projects helped provide a different image of some populations; for example, one group commented that men showing up at their events allowed for the “*debunking [of] myths about African American fathers.*”

The logs (n=95) reported an estimated 9350.35 participant hours (parents reporting an estimated 5376.6 hours and children an estimated 2784.9 hours) spent deciding on, planning, and carrying out service learning projects. These numbers are much reduced from last year; however, this should not be interpreted as a lack of interest in service learning. We posit that this reduction is a reflection of reporting on the logs; despite attempts to provide clear instructions on how to record participation hours and add clarity to the question—*What was the total number of hours that Toyota Family Learning parents dedicated to this project?*—input errors seem to continue. Last year we attempted to correct this, but the correction most likely inflated the number of participation hours. This year, we are using the numbers entered by participants as clear and explicit directions were provided, despite apparent oddities. We also added a Family Service Learning category to the attendance sheet. While this only records in-class parent participation hours it does provide some evidence that the reported number of hours on Family Service Learning Reflection Log is underreported; attendance sheets report a total of 8620.25 parent participation FSL hours.

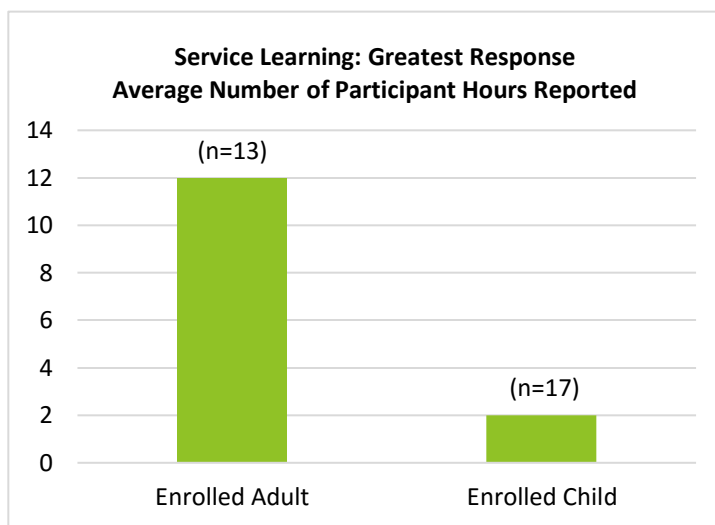


Figure 40: Service Learning: Greatest Response to Average Number of Participant Hours

CHILDREN’S PARTICIPATION

Some logs indicated that children were not actively involved in the investigation and planning parts of the service learning project, as this quote demonstrates, “*The children did not investigate.*” However, other logs reported varied children’s involvement, for example, “*The children looked on the computer*

with us [parents]” and “The children suggested doing this specific project.” Some programs struggle to involve children in this step given the age of the children. The following comment captures this, *“The children are very young and they did not help with investigation. The older children are in school during our day school.”* There were 30 mentions of investigation; whereas the implementation of the service learning project garnered 80 examples of how children were involved in service learning project. The open-ended text entries regarding children’s participation indicates robust participation, demonstrating a change from the first program year which evidenced little child participation.

Parents continue to tell us in interviews and on logs the pride in being able to serve as a role model for their children through these experiences. The following quote identifies the multiple benefits that were expressed in a majority of the survey responses: *“My children were happy, because their peers saw us involved at school. My child built trust to see me at the school. Felt supported by the rest of my family working alongside of me to help the school. We built stronger relationships within our own families.”* Parents related that children gained the benefit of nuclear family interactions as well as an understanding of the central role a parent can take in a school. Additionally, parent and children being part of the activities parents present or conduct allows children to better understand the recognition from peers and staff. Furthermore, there is some small amount of evidence that indicates how parent-child interactions can increase when given an opportunity to interact over an activity that appeals to the whole family. As one practitioner reported, *“A TFL participant convinced her husband to go to the FSL, and he had a significant bonding experience with his son.”*

CONTENT AND SKILL ACQUISITION

Service learning continues to provide opportunities for families to improve a variety of skills: employability, organization, research, planning, reading and writing, technology, teamwork and sharing, communication, civic responsibility, and leadership. During Program Year 4, the categories and activities

What types of technology or devices did you use to investigate, plan for, prepare, or carry out this project?			
	2016-2017	2015-2016	2014-2015
	n=373	n=477	n=307
Digital Cameras or Video Equipment	49	76	41
Computer Software (e.g., PowerPoint, Microsoft Word)	49	74	53
Texting	61	72	46
Office Equipment (e.g., photocopier, fax)	53	69	39
Email	45	67	45
Tablets	40	44	34
Social Networking (e.g., Facebook, Twitter)	33	41	27
Tools	23	19	13
Other Responses: Telephone, Chart Paper, Flyers, Cash Register, Sewing Machine, Paint Brushes, Cleaning Materials & Supplies	20	15	9

Figure 41: Technology Used for Service Learning Project (2014-2017)

from previous years' findings were again used to document and quantify types of activities in which participants engaged throughout the service learning activities. There was also an open category for participants to note additional activities that they thought were relevant to the questions.

In reflecting on the key goals of the Toyota Family Learning programming, leadership and technology were frequently practiced activities in investigating, planning, and carrying out the service learning project. Similar to Y3, participants reported using more technology (e.g., digital cameras or video equipment, computer software) and there was a heightened diversity and increase in the use of social media tools, texting, and email. Every category continues to see an integration of technology into activities; some categories indicate a noteworthy increase such as "Texting," "Tools," and "Other." As noted in earlier reports, email and texting indicate a greater ability to use technology for communication purposes that are also useful for school engagement and for the workplace. Almost all programs include research on the computer as part of the "Investigation" step where participants refine their skills; one group wrote that they learned to *"Escribir en computador, salvar trabajo en memory sticks. Estructura de cartas formales [To write using a computer, save our work on thumb drives. The structure of a formal letter.]*. While we continue to see heightened use of software and office equipment, it is important to note that some programs are building skills that may appear irrelevant but in fact are exceedingly important to build confidence and expertise in using basic office tools, such as scissors. The following quote from a Reflection Log demonstrates that some participants need to gain practice in important rudimentary activities as a first step; *"We laughed because some of us never learned to use a scissor and cut the papers funny."*



Figure 42: A Program Practices Mindfulness

The responses to open text questions on the service learning reflection log validate last year's findings on learning new content, developing communication and teamwork skills, enjoying the process, and feeling validated about their ability to be a meaningful member of the local community. This year's responses included topics that were meaningful to the community and to the participants. For example, one group commented that they learned about *"great Black Americans and their accomplishments."* This is particularly consequential as it is written by parents in a program located in a city that experiences high segregation and economic and education inequality⁵; participants stated

⁵ Urban League of Greater Southwestern Ohio. (2015). *The State of Black Cincinnati 2015: Two Cities*. Cincinnati, OH: Urban League of Greater Southwestern Ohio.

that they wanted to invoke pride in their community and that it accomplished that result. Other general topics were gardening, healthy cooking, sewing, financial literacy, saving money, local businesses and services, and therapeutic techniques for the self and others.

This year the data is a bit more evenly divided between learning content, which increased, and skills. Participants continue to report on practicing communication and personal and interpersonal skills for team work, for example *“We worked together as a group and as families talking about the people who need our help.”* Repeatedly data indicated that learning to organize and implement a FSL project required time, thought, and coordination and was not always easy. The following quote is representative of this theme, *“[We learned] Que se necesita practicar y preparar mucho antes de un evento [That we need to practice and prepare a lot before an event.]”* However, participants felt rewarded by the response they received from the schools or organizations they worked with on their FSL projects. The logs offer examples of senior citizens, homeless people, teachers, and communities that expressed gratitude and support. **Some of the following capture this theme:**

- *Parents were surprised to have more than 90 people participate during their project.*
- *It was surprising for the program participants to see that each week it passed more families were part of their project. It was also exciting to see that other people wanted to help in the project because they believe in what the ELLP group were doing and they too wanted to be part of this.*
- *The request to come back regularly!*
- *Acknowledgement from teachers and getting to know so many of them. Hearing from teachers that they want parent support. We were able to have dialogue with teachers about cultural competence. We felt integrated to the school culture.*

Developing communication and language skills continues to be an important theme in the data. Responses indicate that parents and children developed interpersonal communication with individuals and public speaking and presentation skills. In Program Year Four, most FSL projects addressed school-based or a local organization’s issues, therefore there are few responses that address local policy or decision-making groups. However, several responses indicated learning how to “ask for things” from businesses. The following comment reflects the varied benefits that come with public speaking and communication opportunities that involve planning or presenting ideas or programs: *“Talking to community members, confidence, organization, asking for more help.”* The last idea of “asking for more help” and learning about resources is important for people that live in closed or isolated communities; developing confidence and knowledge can expand their access and willingness to access support.

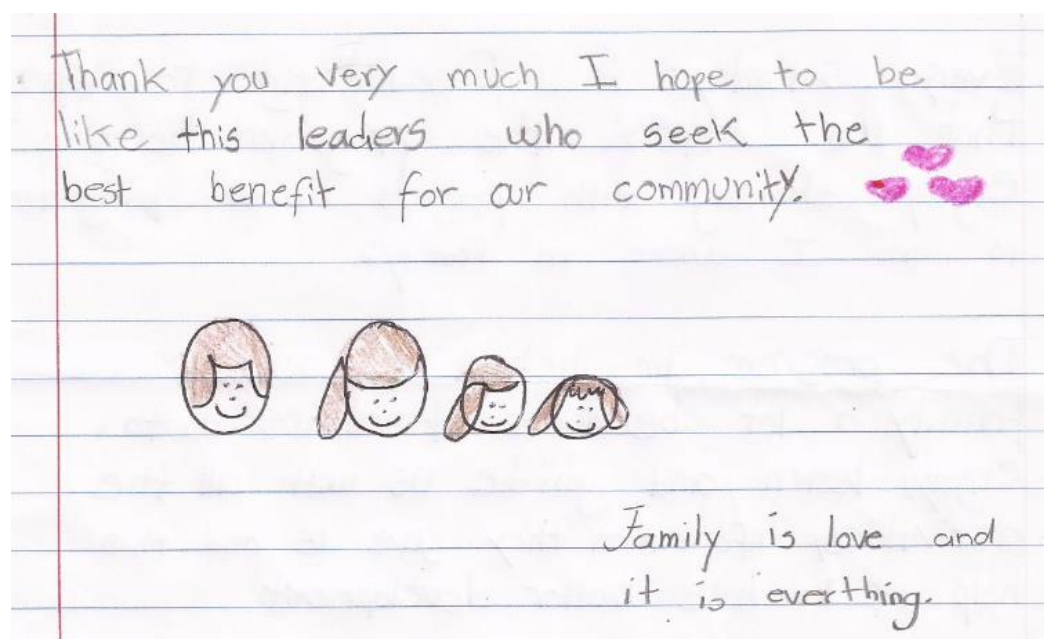
Other key benefits of planning, leading, and presenting FLS activities are increased confidence and self-efficacy which can occur while building communication skills. This is particularly evident among the immigrant participants as demonstrated by this response to “This Family Service Learning project meant _____ for our community”: *“Crear la inquietud y animar a la comunidad cuando ven a nuestro grupo participar activamente en acciones para mejorar la ciudad. Especialmente viendo que aun sin hablar Ingles y con los ninos al lado somos activos en nuestra comunidad [Create a restlessness and encourage the community when they see our group actively participate in actions to improve the city. Especially seeing that even without speaking English and the children next to us we are active in our community].”*

Open-ended question responses on the logs, again, addressed the difficult nature of learning to plan, lead, and carry out a project. The tension of having to collaborate and share responsibility is a thorny issue as evidenced by this quote: *This project was challenging for us, the ELLP/Toyota FSL parents, because of the short time to help organize and put together. Parent Liaison for the school didn't communicate well and she wasn't given clear answers and responses. This event was supposed to have been put together by another parent group in the school but because of the disconnection that exist with staff and parents this wouldn't have happen if it wasn't for us. We stepped up last minute with all ideas and willingness to work together as a group with the condition to use the event to promote an Anti-Bully awareness as part of sustaining our last year's project, which happened to be on the same day this Children Day event would be this year.* Yet, it also demonstrates the important role that parents can play in supporting a community to accomplish their (the community's) targeted goals or activities. We can hope that this is noted by the community. The reflections also demonstrate the importance of discussing the process and outcomes; the data reflects participant disappointment when administrators did not respond as anticipated, but that they were not demoralized. This year the data also indicated that some groups' ideas were rejected by their target community; for example, *"Many centers didn't want our blanket and we had to find one that needed them."* Despite the rejection, the important outcome is that participants persisted and went on to find a place that did want their help; this experience may support persistence in participants. Another group, as they started planning, found that their project was too elaborate for their timeframe. They had to return to the investigation stage and came up with a different project that could be completed. While these moments in the carrying out of a service learning project could be seen as failures (e.g., rejection of help, scrapping an idea in the works), the important outcome is that participants persevered and went on to find a place that did want their help, or revisited a "failed idea" in order to come up with a viable project. This experience may support persistence in participants.

Ultimately, the following offers a summation of the benefits of FSL to families that often feel relegated to the margins of society; *Nos sorprendió la gratitud de los niños, y como nos hizo sentir el servicio de dar a los demás. Sentimos un sentido de pertenencia. Especialmente al ser inmigrantes, nos sentimos que no pertenecemos. El participar en este proyecto nos hizo sentirnos parte de la comunidad y de este país. Nos sentimos parte util. [We were surprised by the gratitude of the children, and how it made us feel, the service of giving to others. We feel a sense of belonging. Especially as we are immigrants, we feel we do not belong. Participating in this project made us feel part of the community and of this country. We feel [a] useful part.]*

LEADERSHIP, SELF-EFFICACY, SOCIAL CAPITAL, AND SOCIAL NETWORK

Figure 43:
Example of
Program
Writing Artifact



Across the years results from this evaluation are building a body of qualitative evidence that appears to substantiate that service learning can support the development of leadership, self-efficacy, social capital, and social networks. Parents continue to report activities wherein they led or organized a group and engaged (talked, informed, or communicated) with other people. While some of the categories reported are overtly about leadership (e.g., lead a group), others indicate taking on individual responsibility that requires a person to speak or act as an authority (e.g., conduct a survey, present to a community group, request funding); these activities function to build leadership skills and a sense of self-efficacy, particularly if they are supported by other aspects of the program (e.g., perception of self as an effective parent, self-confidence in English language). Participants and program staff note how many of their efforts are well-received, and promote both group relationship building among TFL parents and between TFL parents and non-enrolled parents or members of other organizations. Open-text responses note how parents learned that they could count on fellow class members, engage effectively with teachers, and communicate with school and other administrators or leaders.

This year's data supports that although the service learning logs do not point to an explicit relationship between social capital and social network development, the reported activities indicate that the possibility for expanding social networks and social capital exists. Through these activities, parents learn and practice forms of interacting with individuals that may not be typical of their lives, for example, presenting to community officials and groups, or requesting funding. Similarly when official members of the community participate in the service learning project activity, parents have the opportunity to build self-confidence and become more habituated to interacting with people outside their network. In the words of one group, "*perdimos la verguenza de pedir cosas en la comunidad, para beneficios de otros [we stopped being embarrassed to ask for things out in the community so that we could benefit others].*" FSL activities expose students to new people and ways to negotiate resources and institutions that may traditionally have been outside their daily activities and networks. The projects are seen as building a community among learners who report that the activities were fun and that through their work they got to know each other better and learned to trust one another. Lastly, students applied what they learned to strengthen their current network, for example volunteering in their child's classroom as well as other classrooms and the school cafeteria. This is a result of them establishing relationships not only with other families, but with the teachers and paraprofessionals at the school through these projects. Following are two examples (descriptive data submissions) of how participants have contributed to community projects and their social network. The first demonstrates building the network within their TFL group; the second demonstrates building a weak ties social network with community members and leaders.

Example 1:

Baskets for Families!

The families and staff of MESA are continually building bonds and working hard to support one another! When our Toyota families first began coming together in 2013, it was clear that supporting each other in times of need was an idea that was shared by all. Over the years, MESA families have given rides to one another when vehicles are malfunctioning, shared tips on homework help, provided a shoulder to lean on in times of trouble, and so much more.

Example 2:

This was the first Family Service Learning Project for United Families of East Palo Alto/ Familias Unidas de East Palo Alto, as the TFL group at the East Palo Alto Library chose to call their group. During the investigation and planning steps of FSL, the families connected with local organizations that were already tackling the issues that the families were concerned with, regarding the blight in their community. They connected with the Clean Zone Program (a partnership between the city, the police department, and a local church), and Canopy (a local non-profit invested in planting and caring for trees where they are needed most). The families helped paint the fence and another structure that had graffiti, They helped picking up trash all over the park and surrounding streets, They hauled mulch, Helped plant trees, and Helped set up food area for volunteers.

Example 2 provides insights into ways a program builds social capital and helps parents learn to navigate and collaborate with other organizations. This project also introduces families to these organizations with which they can more easily access after leaving the more structured Toyota Family Learning setting.

One Public Education Foundation (PEF) site offers an example of how Service Learning influences people's civic engagement beyond the one year of program enrollment. One elementary school has been able to sustain and extend parent engagement opportunities in the school and in the community. Three elements make this possible: 1) an excellent rapport between PEF and the school principal, 2) a principal dedicated to engaging parents in meaningful roles at the school; and 3) a set of parents that embraced leadership and civic engagement. Several parents, upon exiting their program year, wanted to sustain their level of involvement in the school. Because these parents had built a relationship with the school principal during their year in Toyota Family Learning, they felt comfortable requesting a meeting with the principal. The principal agreed to meet with the parents to explore parent engagement and leadership opportunities in the school. The parents were asked to lead a parent group at the school; they effectively organized a group of parents in a PTO-like structure to address school governance issues at the school. This group of parents also worked with the incoming TFL parents to carrying out the FSL project. However, these four parents identified a need for the neighborhood to have a crosswalk so that children walking to school could safely cross the street to the school. In working to achieve this goal, the parents learned that it was not simply an issue of requesting a crosswalk; parents had to present to the city council, and then once gaining approval to move forward they had to meet with city engineers to lay out the plan. At the time of our visit, parents were moving to the next step, creating a neighborhood survey which they would have to conduct. It is striking that these parents who were all beginning to low-intermediate non-native speakers of English with only one parent completing high school were navigating a city-level bureaucratic process. An interview with the parents identified key items that supported them in this undertaking: experience planning and leading service learning projects; exposure to public speaking; support for their ideas; gaining confidence and knowing that they had the ability to complete projects (i.e., self-efficacy); meet power brokers such as the principal and a city council member during their program year and people who would help negotiate introductions; having a supportive group of people that they could rely on; and knowing that different people had different talents. The group attributed their current level of community engagement to the Toyota Family Learning program, to the extent that a parent leader, not associated with Toyota Family

Learning, but who had joined their group, decided to enroll in Toyota Family Learning as she thought it would add to her already well-developed leadership skills. This scenario is evidence of the importance of the FSL experience, the need to build some kind of structure to support parents’ transition to other leadership activities directly after Toyota Family Learning graduation, and the value of engaged partners and parent enthusiasm.

FAMILY SERVICE LEARNING: A SPOTLIGHT ON CIVIC ENGAGEMENT

The 2016-2017 program year coincided with the U.S. presidential election. Milwaukee Environmental School Toyota Family Learning parents seized this opportunity to become civically engaged in the formal political process offering another look at the value that parent-led Family Service Learning projects can bring to enrolled parents and their community in substantive ways. Parents wrote that they gained knowledge about “government, national security, voter ID laws, voter requirement,; voting location, ballot.” Following is a little of their story.



MESA Voter Registration!

The families of MESA Toyota Family Learning worked together to register new voters in our local area!

During a discussion about the upcoming election in our Parent Time class, it became evident that members of our group were looking for information about registering to vote for the 2016 presidential election. As a reaction to the clear need for information and registrars, our families signed up to take the registrar class. For those who could not take the class, they took on the task of creating and organizing information to give out to the public.

On **Tuesday, October 11th** and **Wednesday, October 12th**, MESA Toyota Family Learning families worked together at Parent/Teacher Conferences to register voters! Our families registered over 20 new voters! They also gave out information about polling places, the positions (job descriptions) up for election, and a sample ballot to over 50 families!!!

Figure 44: Parents Learn About Registering to Vote

What did you do to help investigate the need for this project?			
	2016-2017	2015-2016	2014-2015
	n=95*	n=438	n=315

Figure 45: Service Learning: Investigation Activities (2014-2017)

*Number of responses calculated on number of logs submitted

**Information not reported

Talk to people	80	92	75
Observe my community to identify needs	55	87	58
Do research on the computer	43	82	55
Do research related to my community	46	74	45
Lead a group (e.g., organize a meeting, develop an agenda, lead an activity)	47	68	58
Make and conduct a survey	11	19	19
Make a plan for identifying community needs	50	NA**	NA**
Work with others to identify and decide on community needs	68	NA**	NA**
Other Responses: Wrote letters, Present to the community, Group discussions	17	16	5

What did you do to help plan for, prepare, and carry out this project?	2016-17 n=95*	2015-16 n=1254	2014-15 n=808
Discuss and develop a plan	87	112	75
Communicate with others	86	108	72
Organize items	85	99	64
Organize people	70	96	61
Assign jobs	72	94	64
Inform others (phone calls, talk to, email)	74	89	60
Use a computer	60	88	60
Gather opinions	58	79	43
Do research	53	79	50
Use camera or video recorder	52	75	43
Lead a group (e.g., organize a meeting, lead an activity, lead a meeting)	54	68	45
Use office equipment (photocopier, fax)	48	64	34
Make forms or flyers	48	61	36
Talk to community representatives, public officials, etc.	39	51	28
Use social media (Twitter, Facebook, YouTube)	34	35	24
Request funding	23	27	22
Write letters	20	26	18
Gather opinions	58	NA**	NA**
Make suggestions for a better plan	53	NA**	NA**
Help to solve a problem	47	NA**	NA**
Other responses: Shopped, danced, identified people to meet with about the identified community need	9	3	9

Figure 46: Service Learning: Planning, Preparing, and Carrying Out Activities

**Number of responses calculated on number of logs submitted*

***Information not reported*

Service learning projects provide a host of opportunities to students to learn content, employability skills, and to build social capital and social networks. Furthermore, students acquired content knowledge and a sense of pride and value through the work they did. This is particularly relevant to families that are living on the margin of society and often feel as if they have no place or worth in the U.S. mainstream.

OVERVIEW OF SERVICE LEARNING PROJECTS BY SITE

Location	Project Name
Beech Acres	<ul style="list-style-type: none"> • Black History • Blessing Box • Daddy-Daughter Dance • Family Garden • JPP Canned Food Distribution • Knitting, Crocheting, and Looming Hats • Madisonville Blessing Box • Maintenance of the Hays-Porter TFL Web Page • New Playground Equipment • School Book Fair • Serving at the Fays Family Prom • Share a Smile • Uniform Drive • Volunteered in the Rooftop Garden
Broward	<ul style="list-style-type: none"> • Donations for Haiti • Family Fun Day 2017 • Spreading Holiday Joy • The More You Read, The More You Know—RIF Book Distribution Event • Village Boutique
Development Centers	<ul style="list-style-type: none"> • Books and Barbershops • Senior Bingo Night
Larkins	<ul style="list-style-type: none"> • Community Garage Sale • Meeting Homeless People in Our Community • United Families Warming Hearts
Louisville Free Public Library (LFPL)	<ul style="list-style-type: none"> • Eggfirmation for Family Scholar House • Children’s Day • Mayor’s Give a Day of Service • Pretty Blankets Project for the Homeless (Part 2) • Pretty Cozy Blankets for the Homeless • Sunshine for Senior Citizens at Treyton Oak Towers • Thank You Cell Phone Pouches • Toiletry Collection for the Center for Women & Families • Toys for Center for Women & Families • Valentine’s for Seniors at Treyton Oaks Tower
Milwaukee Environmental School	<ul style="list-style-type: none"> • Baskets for Families • Packer Up Challenge • Your Voice Matters!
MSU—Denver	<ul style="list-style-type: none"> • Culture Fair and Diversity Celebration • Homeless First Aid Kits • Project Angel Heart Bag Decoration • Project Linus Blanket Making • Recycling E-Waste

	<ul style="list-style-type: none"> • Screenagers Movie and Recruitment
Public Education Foundation	<ul style="list-style-type: none"> • Teacher and Staff Appreciation Day • A Better Environment for Children • Assisting Teachers • Citizens of the World • Community Mural • Design a Banner Contest • Friendship School Dance • Gene Ward Assistance to Teachers • Gene Ward Garden • Happy Bonding for a Colorful School/Feliz Union para una Escuela Colorida • Health for Kelly Kids • Honoring Staff Members of Dean Petersen • Imaginary Garden • Jars H.O.P.E (Helping Our People Engage) • Padres Pecabidos Hijos Seguros • Padres, Maestros y Estudiantes Unidos en Dia de Campo/Parents Teachers, and Students United on Field Day • Parents Orientation information • Parents for a Brighter Crestwood/Padres Iluminando Crestwood • Proyecto ABC • Sanrisas Saludables/Health Smiles Drive • The Learning Garden • Todas Por el Jaguar • Unidos en Invierno/United in Winter • Volunteers in Action
Plano	<ul style="list-style-type: none"> • Teddy Bear Program • CityHouse Donation Drive • School Volunteers • Valentines Letters • Valentines for Alzheimer’s Patients
San Mateo	<ul style="list-style-type: none"> • Campana de Cartas • Coastside Family Bike Event • Dia de los Ninos • Embelleciendo Nuestra Comunidad de East Palo Alto • Familias en Accion • Formas de Ahorrar: Usando Cupones • Online Library Services Workshop • Reading Bonanza
Southwest Solutions	<ul style="list-style-type: none"> • Appreciating Teachers as Role Models • Aventura al Aprendizaje en Familia • Sustainability on Anti-Bullying Awareness • Taste and Learn
Tupelo	<ul style="list-style-type: none"> • Family Date Night

Village of Promise	<ul style="list-style-type: none"> • Blessing Bags for the Homeless and Less Fortunate • Our Valentines • Spending Time with Grandfriends
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Figure 47: List of Family Service Learning Projects by Program

IMPLICATIONS

PROMISING PRACTICES

Family Service Learning continues to be the organizing concept under which other components— PACT Time®, Parent Education, Family Mentoring—activities are carried out. Toyota Family Service Learning continues to be a really strong and engaging program component.

- This is an excellent way to imbue skill development in relevant and contextualized learning
- It provides a host of benefits to participants and their local communities.
- This year there were examples of supporting family interactions between children and their fathers, and between husbands and wives.
- There were data that demonstrate how participants feel pride in being able to give back to their community but also to be able to offer an alternative view of their community. This latter finding is particularly relevant for communities that are marginalized or stereotyped negatively in the press.
- Service learning projects that incorporate the public often have the benefit of surprising the enrolled parents about how well their community responds to them; parents commented on the number of people that showed up, the level of participation, the warmth of welcome, and the dispelling of stereotypes of those that they are choosing to serve (e.g., the homeless).
- Service learning reflections provide parents with the opportunity to take the time to introspect and identify key skills and meaningful moments for them, the families, and the communities.
- Program participants identify skills and experiences that they gain through their projects.
- Service learning projects provide learning opportunities in a fun and relaxed environment.

CHALLENGES

Programs reported some challenges:

- Programs find that carrying out three well-planned and intentional service learning projects continues to be an issue; it is difficult to incorporate all four components in the limited time that they have with participants
- Practitioners continue to lead parents to a project as opposed to parents observing or surveying their community to determine a project.
- Some projects reported struggling with a balance of power, responsibility, and carry through among participants.
- There appears to be little evidence that participants have structured support, guidance, or opportunities to continue or build on the ideas of volunteerism or civic engagement after they exit the program.

RECOMMENDATIONS

Programs reported few challenges in carrying out the six steps of the FSL Projects; however, we recommend the following

- Programs continue to work towards more parent driven, substantive learning experiences. Have parents create surveys for their community to identify issues, community walks, or discussion questions (e.g., what would a good community look like to you; what does your neighborhood need to become this kind of community).
- Provide guided time to reflect on the family service learning process and activities.
- Intentionally and formally come up with a list of possible changes that could be done to make the process better for the activity and then extend the discussion and identify which of these changes would apply to any project (i.e., transferrable skill development).
- Provide gradual release strategies for Family Service Learning projects; have practitioners plan the strategies they will use to help transfer decision-making and organizational aspects of projects to parents.
- Embed learning more strongly in service learning projects. Some projects appeared to be more service oriented (i.e., just doing something for someone) as opposed to having a learning component embedded in the creation and delivery of the service project. This is a repeated challenge from the previous three years.
- Repeated from Y3: Help programs to learn how to intentionally build employability skills as a part of program activities. An important aspect of this is to make a link between the skills and how they relate to a workplace context. Possibilities would be to provide programs with activities that would support participants in identifying the skills they are learning and matching them to occupations or employability skills.
- There appeared to be less emphasis on this aspect in Year 4 data, therefore this is repeated with greater emphasis from Year 3: Assist programs in identifying ways to build social networks with people beyond the program (weak ties). Programs could consider providing mentoring programs, creating key contacts with local agencies and organizations wherein participants have to maintain an ongoing relationship (i.e., over the course of the project), and allowing participants to initiate communication with persons outside the program.
- Have program think about intentionally building relationships with organizations that offer volunteer or leadership activities to which parents can transition after exiting Toyota Family Learning programming. This is very fruitful for some of the PEF parents and helps maintain civic engagement. The literature on parent and adult learner leadership indicates that once the formal structure disappears for parent and adult learner engagement, involved parents or adult learners rarely continue to participate in civic activities as they did when they had a designed activity.

EMPLOYABILITY SKILLS

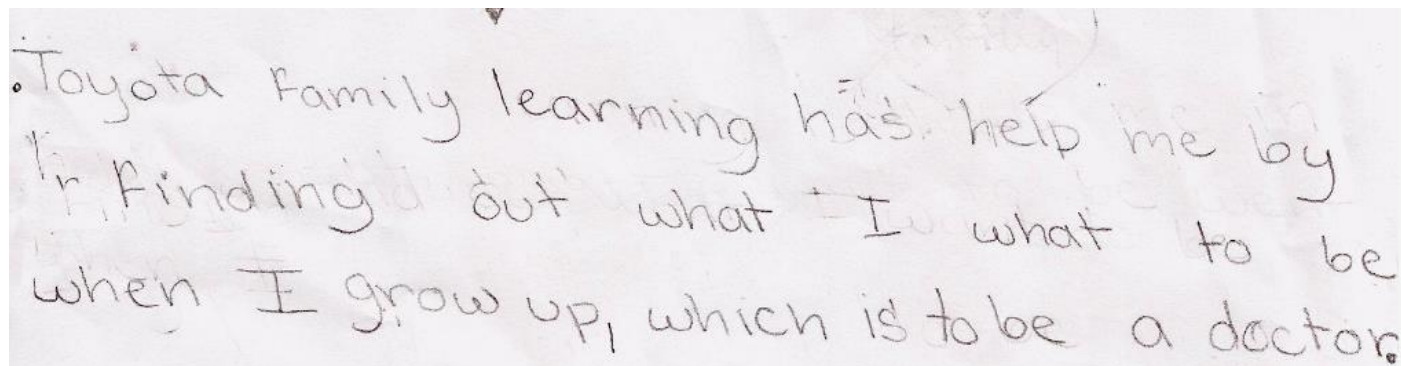


Figure 48: Participant’s Writing on Future Career

This year’s evaluation continues to add to the finding that Toyota Family Learning program appears to support the development of employability skills. This year, to further investigate the development of employability skills in the Toyota Family Learning program, we: 1) included in the Final Interview a question asking whether the participant had obtained employment over the course of being in the Toyota Family Learning program, and 2) introduced an employability survey.

EMPLOYMENT OBTAINED

The initial and final interviews asked participants to categorize specific goals according to their importance; three of these goals were applied to the participant’s work life:

- To earn more money
- To upgrade skills for my current job
- To get a better job

Many individuals set out to, and did, achieve goals involving their employment (for further discussion on this topic, please see the Learning Goals section):

Goal	Achieved by	% of initial participants <i>(from initial interviews, n=666)</i>
To earn more money	240	36%
To upgrade my skills to keep my current job	239	39%
To get a better job	224	34%

Figure 49: Employment Learning Goals

Fourteen percent of participants responded positively to the question of gaining new employment; 70% had listed this as a “very important” or “important” goal to them. While the numbers who gained employment are low, it is worthy to note that the numbers are higher when asking about achieving one’s goals with a less concrete outcome. Furthermore, participants with low formal literacy or English language skills may require additional time or education to be work ready. Forty percent of participants

responded that they had upgraded their skills and 47% responded that they had moved on to a better job.

EMPLOYABILITY SKILLS: SURVEY RESULTS

The survey was developed by distilling key ideas from the Employability Skills Framework (Perkins Collaborative Resource Network, 2015). We also embedded targeted questions about Toyota Family Learning programming activities that included employability skills, for example understanding how Toyota Family Learning program components relate to each other indicates gaining knowledge about how a particular system works (addresses Systems Thinking in the Employability Skills Framework, see: <http://cte.ed.gov/employabilityskills/index.php/framework/systems>). Questions were assigned a Likert scale of 0-10 with an accompanying percentage rating, and the labels “never” (0), “sometimes” (5), and “always” (10) added to support participant understanding and decision making. We utilized an 11-point Likert scale to better capture movement along the scale between pre- and post- surveys.

The majority of respondents responded “sometimes” to 6 of the 10 of the questions; for the other 4 questions “always” was the most chosen rating. Furthermore, the majority of responses fall at “sometimes” or above (Likert ratings of 5 – 10) indicating that participants were fairly confident in their abilities to organize, plan, research on the internet, and work with others.

Employability Survey 2016-2017 (by %)												
Initial (Int.) n=666 Final (Fin.) n=455		0 Never	1	2	3	4	5 Sometimes	6	7	8	9	10 Always
Q1: I have ideas about how to plan and organize projects.	Int.	7	4	3	4	4	31	7	10	12	6	14
	Fin.	2	3	1	4	4	27	6	12	13	11	17
Q2: I am good at solving problems.	Int.	2	2	2	3	3	32	6	9	16	10	16
	Fin.	1	2	2	3	3	25	5	12	20	13	15
Q3: I make a detailed plan when I am trying to solve a problem.	Int.	4	3	2	5	5	24	9	10	13	10	16
	Fin.	2	2	1	2	5	22	7	12	20	10	17
Q4: I ask for help when my ideas or plans for solving a problem do not work.	Int.	3	1	4	1	2	28	7	7	1	9	27
	Fin.	1	1	2	2	3	23	5	12	15	10	26
Q5: I know where to get information from different sources or places to complete a job or project.	Int.	7	3	2	3	6	26	6	7	12	8	21
	Fin.	3	2	2	2	2	21	7	10	16	15	21
Q6: When I work with other people, I share my	Int.	3	2	2	2	2	24	5	7	14	13	27

ideas and plans about how to organize or carry out a project or a task at work.	Fin.	1	0	1	3	2	16	5	6	19	16	31
Q7: When I work with other people, I tell them if I think there is a problem or a better way to do something.	Int.	2	1	1	3	3	23	5	10	14	12	27
	Fin.	0	1	1	2	4	16	6	6	19	16	28
Q8: When I work with other people, I feel comfortable when the plans for the project or job change.	Int.	2	1	2	3	2	25	5	10	16	12	21
	Fin.	2	1	2	1	2	19	7	11	17	16	22
Q9: When I work with other people, I make sure we make progress towards our project or work goals.	Int.	1	1	1	1	2	17	7	9	16	17	30
	Fin.	0	1	0	1	1	15	5	9	17	19	31
Q10: I understand how the different parts of the Toyota Family Learning program (child education, parent education, Family Mentoring, Family Service Learning, adult education) are related to one another.	Int.	2	1	1	2	3	13	5	7	14	16	39
	Fin.	1	0	0	0	1	9	4	7	14	18	46

Figure 50: Employability Survey Data, Initial Interviews versus Final Interviews

All questions showed an increase in the “always” responses, minus Questions 2 and 4 which experienced a decrease, and Question 5 which remained the same. Interestingly, despite participants’ fairly high self-ratings in the Initial Interview on these questions, all questions on the Final Interviews had self-rating scores that increased by more than 5% in the 7-10 ratings (sometimes to always). The following questions had self-rating scores that increased by more than 5%:

- Q3: I make a detailed plan when I am trying to solve a problem: the 7-rating on the Likert scale increased from 13% to 20%
- Q4: I ask for help when my ideas or plans for solving a problem do not work: 7 on the Likert scale increased 7% to 12% and 8 on the Likert scale increased from 1% to 14% indicating that participants felt more comfortable asking for help from others—possibly indicating a stronger willingness to use or confidence in one’s social network.
- Q5: I know where to get information from different sources or places to complete a job or project: 9 on the Likert scale increased from 8% to 15%

- Q6: When I work with other people, I share my ideas and plans about how to organize or carry out a project or a task at work: 8 on the Likert scale from 14% to 19%. While 10 on the scale did not increase 5% points, it did increase 4% points, again another indicator that participants may feel more trust in their social interactions (similar to Q4) and/or self-confident
- Q10: I understand how the different parts of the Toyota Family Learning program (child education, parent education, Family Mentoring, Family Service Learning, adult education) are related to one another: 10 on the Likert scale increased from 39% to 46%. This question is not simply written to gauge participant understanding about Toyota Family Learning, but it is also meant to gauge whether participants, through the course of the program, gain understanding of a program system; Toyota Family Learning is used as a concrete example of whether a participant can better understand how system pieces function as a whole, given that it has four distinct components.

While interviewing participants would help elucidate what is behind these increases, it is possible that given the nature of the skills in question and that the survey requires self-ratings it indicates not only an increase in perception of one's employability skills but also of self-confidence (e.g., ability to plan and organize, solve problems and to take action). Particularly relevant for the Toyota Family Learning population is the result of Q5, "supporting participants to learn where or how to find and avail themselves of resources," is key to solving a myriad of problems (e.g., housing, health). This could be a key to enhanced self-efficacy—when individuals are able to resolve issues based on their knowledge or strategies it translates to seeing oneself as a competent problem solver and as having some measure of control over one's life. Furthermore, the increases seen on questions 4, 6, and 7 could indicate that participants are both more self-confident in their abilities to express themselves and confident in their social networks. They are more willing to express their ideas and ask for help possibly demonstrating more trust in those listening to them and supporting them.

SKILLS FRAMEWORK

Toyota Families Learning participants continue to have the opportunity to learn, practice, and/or strengthen a majority of the employability skills listed in the three components of the *Employability Skills Framework—Applied Knowledge, Effective Relationships, Workplace Skills*. There is some evidence that across the programs participants gained experience in 40 of



the 42 categories (see Table 40), five more than last year.

This year the logs offered data to evidence how participants used skills listed under *Personal Qualities*. Skills such as being able to be flexible (*Adapts and shows flexibility, Works independently, Takes initiative*) continue to be qualities desired by employers.

Adapts and shows flexibility: Parents interact with more than one staff person, with children’s teachers, guest presenters, and a variety of different community

members; these interactions require parents to adapt to teaching and presenter styles. They participate in or lead activities that

have different targets, such as working with children, preparing activities for community members, presenting to school staff. They often must rethink an activity or adjust their target audience as they meet roadblocks in the process of choosing, planning, and carrying out a service learning project.

Works independently: Parents are required to work on Interactive Literacy Activities in the home without staff oversight or prompting; they must initiate the activity, organize and engage family members, and ultimately carry out the activity. Many programs ask parents to reflect and report what they have done in these activities, how well they went and what changes they would make in the future to more effectively complete the activity.

Takes initiative: Parents are given responsibility to determine and lead service learning projects and other activities that require both in and out-of-class time, independent learning, motivation, and initiative. As part of their Family Mentoring component parents are asked to create a relationship with other families in a mentoring role; this relies on parents setting up meetings and carrying through on these meetings beyond the classroom. Examples of initiative are: parents calling to remind each other of class; starting a walking group for those who have identified the need to exercise; or talking to their manager at work for donations for a project.

Figure 51: Parent and Child Work on Family Service Learning Project

This year we also saw more evidence of using academic literacy skills. Last year although we could presume that the *Communication Skills; Comprehends written material* was being addressed we had not seen this actively occurring. On our site visits at all three sites, we saw parents engaging and creating written texts. At one site, parents were reading texts about nutrition and filling out charts. Another site showed us some of their “dream” posters and, as we explored this in the interview, how other students interpreted those dream posters. Lastly on a trip to a museum, we observed families using power point directions to program Raspberry Pi computers.

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As in other years, employability skills are most strongly supported by the service learning component as this piece involves parents in multi-faceted activities that require critical thinking skills, interpersonal skills, team work, leadership skills, professionalism, resource management, information use, and communication skills.

The family-service learning activities continue to include children to a varying extent indicating that they are given opportunities to become acquainted with employability skills through direct participation and observation. For example, children in some programs participate in the brainstorming and decision-making process (*Thinks creatively, Solves problems, Reasons*). Parents mention family discussions at home that informally engage them in the planning process. Children in most projects participate in the service learning activity; these children learn, albeit at a more basic level than the descriptions provided in the *Employability Skills Framework*, some of the following *Employability Skills Components: Applied Academic Skills, Critical Thinking Skills, Personal Qualities, Information Use, and Communication Skills*. Some relevant examples are activities that sort out items to be put into literacy bags or homeless kits which draw on organizational and classifying skills (*Information Use: Organizes, Uses*). Furthermore, children often help lead events or interact with other children or adults at events (*Communication Skills: Communicates verbally, Listens actively*).



Figure 52: Child Works on Project

Following is a more detailed look at the relationship between activities and specific skills delineated in the *Employability Skills Framework*.⁷

Employability Skills Components	How met through Toyota Family Learning
APPLIED KNOWLEDGE	Notes

Applied Academic Skills	Reading skills Student applies/demonstrates reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what he/she has read.	Parent Time, PACT Time®, Family Service Learning: These components use and develop materials that require reading DATA SOURCES: HL, FSL logs, parent interviews, descriptive data
	Writing skills Student relies on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.	Parent Time, PACT Time®, Family Service Learning: These components use and develop materials that require writing such as flyers, charts, letters DATA SOURCES: HL, FSL logs, parent interviews, descriptive data
	Math strategies/procedures Student uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.	Family Service Learning: This component requires analyzing data to determine which projects to carry out; calculating monies earned DATA SOURCES: FSL logs, descriptive data
	Scientific principles/procedures Student follows procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and constructs processes to complete a task (can occur outside of math/science classes).	Parent Time, PACT Time®, Family Service Learning, Family Mentoring: Each of these components requires participants to evaluate, determine, and implement processes in a variety of settings. DATA SOURCES: FSL logs, descriptive data, parent and staff interviews
Critical Thinking Skills	Thinks creatively Student creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	Parent Time, PACT Time®, Family Service Learning, Family Mentoring: Exceptionally developed in FSL, if all 6 steps are conducted. DATA SOURCES: HL, FM, FSL logs, descriptive data, parent and staff interviews
	Thinks critically Student displays analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	Parent Time, PACT Time®, Family Service Learning, Family Mentoring DATA SOURCES: HL, FM, FSL logs, descriptive data, parent and staff interviews
	Makes sound decisions Student differentiates between multiple approaches and assesses options (could be linked to thinking critically).	Parent Time, PACT Time®, Family Service Learning, Family Mentoring DATA SOURCES: HL, FM, FSL logs, descriptive data, parent and staff interviews

	<p>Solves problems Student assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).</p>	<p>Parent Time, PACT Time®, Family Service Learning, Family Mentoring: Exceptionally strong in Parent Time, PACT Time®, and FSL. In the first two, parents are continually required to be creative with their resources, revise parenting to US standards or become more effective in their families based on the topics conducted in Parent Time (e.g., budgeting, parenting strategies, accessing community resources, using technology) DATA SOURCES: HL, FM, FSL logs, descriptive data, parent and staff interviews</p>
	<p>Reasons Student negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.</p>	<p>Parent Time, PACT Time®, Family Service Learning, Family Mentoring: Exceptionally strong in FM and FSL. FM allows families in pairs to negotiate and exchange new information. Parents make decisions based on this information they receive. FSL requires parents to determine a course of action based on information received and researched.</p>
	<p>Plans/organizes Student plans steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.</p>	<p>Family Service Learning, Family Mentoring: Exceptionally strong in FSL. If employed properly, the FSL six-step process requires participants to strategically research, plan, and implement a service learning project and activity. DATA SOURCES: FM, FSL logs, descriptive data, parent and staff interviews</p>

EFFECTIVE RELATIONSHIPS

<p>Interpersonal Skills</p>	<p>Understands teamwork and works with others Student participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.</p>	<p>Family Service Learning, Family Mentoring: Exceptionally strong in FSL. If employed properly, the FSL six-step process requires participants to strategically research, plan, and implement a service learning project and activity. DATA SOURCES: FM, FSL logs, descriptive data, parent and staff interviews</p>
	<p>Responds to customer needs Student helps fellow students understand tasks, finds resources, and fulfills assigned roles (thinks of fellow students as customers).</p>	<p>Family Service Learning, Family Mentoring, Parent Time: These activities support parents in exploring, sharing, and supporting other parents in learning more about resources and negotiating systems, such as schools. DATA SOURCES: FM, FSL logs, descriptive data, parent and staff interviews</p>
	<p>Exercises leadership Student participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.</p>	<p>Family Service Learning, Family Mentoring: Exceptionally strong in FSL. Parents in most programs take on leadership roles in carrying out the project. Often they present to community organizations or local legislative boards. FSM also provides parents the opportunity to be seen as leaders in the dyads. DATA SOURCES: FM, FSL logs, descriptive data, parent and staff interviews</p>

	<p>Negotiates to resolve conflict Student keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).</p>	<p>Family Service Learning: Parents are required to negotiate and make collective decisions, as well as run meetings and carry out activities on a time schedule. This requires self-and team management, as well as consensus building in carrying out the project. Often they present to community organizations or local legislative boards. FSM also provides parents the opportunity to be seen as leaders in the dyads. DATA SOURCES: FSL logs, parent and staff interviews</p>
	<p>Respects individual differences Student listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.</p>	<p>Family Service Learning: Parents are required to work as a group to carry out project, this includes self-monitoring, participation, acceptance of others' ideas, problem solving. DATA SOURCES: FSL logs, parent and staff interviews</p>
<p>Personal Qualities</p>	<p>Demonstrates responsibility and self-discipline Student actively participates in class, asks questions, volunteers answers, completes/submits assignments, and works well in groups.</p>	<p>Family Service Learning: Parents are required to work as a group to carry out project; requires participation, acceptance of others' ideas, problem solving. Projects are often time sensitive and require completion of small and culminating activities (assignments) DATA SOURCES: FSL logs, parent and staff interviews</p>
	<p>Adapts and shows flexibility Student adapts easily to different modes of instruction and different types of assignments.</p>	<p>Family Service Learning, Family Mentoring, Parent Time, PACT Time®, Home Learning Activities, Invited Speakers: Parents interact with more than one staff person, with children's teachers, guest presenters, and a variety of different community members; these interactions require parents to adapt to teaching and presenter styles. Parents participate in activities that have different targets, such as working with child, preparing activities for community members, presenting to school staff. DATA SOURCES: FSL logs, FM Logs, parent and staff interviews, observations</p>
	<p>Works independently Student commits to time-on-task during class and begins work without fanfare.</p>	<p>Family Service Learning, Home Learning Activities, ABE/ESL: Parents work independently on projects. Parents are required to work on Interactive Literacy Activities in the home without staff oversight or prompting. DATA SOURCES: FSL logs, HLA Logs, parent and staff interviews, observations</p>
	<p>Demonstrates a willingness to learn Student is cooperative and noticeably engaged.</p>	<p>Family Service Learning, Family Mentoring, Parent Time, PACT Time®, ABE/ESL Classes: Parents engage in learning new content and carrying out activities and assignments. DATA SOURCES: FSL logs, HLA Logs, parent and staff interviews, observations</p>

	<p>Demonstrates integrity Student treats work assignments with respect in that work is either original or credited correctly.</p>	
	<p>Demonstrates professionalism Student treats others and work assignments with respect. Considers all ideas and work is either original or credited correctly.</p>	<p>Family Service Learning, Family Mentoring, Home Learning Activities: Parents work as a group to carry out project goals, provide information and resources to others, and treats other students and family members new content or activities. This requires participants to work together and listen with respect to other ideas and implement a process or complete a project that might not have been their choice DATA SOURCES: FSL logs, FM Logs, parent and staff interviews, observations</p>
	<p>Takes initiative Student commits to time-on-task during class and begins work without fanfare. This is also evident during teamwork.</p>	<p>Family Service Learning, Family Mentoring, Home Learning Activities: Parents are given responsibility to determine and lead service learning projects that require in and out-of-class time. Interactive literacy activities often take place at home; parents must initiate these activities. Parents are asked to create a relationship with other families in a mentoring role; this relies on parents setting up meetings and carrying through on these meetings beyond the classroom walls.</p>
	<p>Displays a positive attitude and sense of self-worth Student contributes positively to the class.</p>	<p>Family Service Learning, Family Mentoring, Home Learning Activities: Parents are asked to participate in group decision-making and planning activities. This requires parents to offer ideas and suggestions. DATA SOURCES: Observations, FSL logs, parent interviews, employability survey</p>
	<p>Takes responsibility for professional growth Student is active listener, seeking clarification and understanding when needed.</p>	<p>Family Service Learning, Family Mentoring, Home Learning Activities: Parents participate in activities and tasks that require participation, completion, or teaching.</p>
	WORKPLACE SKILLS	
<p>Resource Management</p>	<p>Manages time Student demonstrates time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.</p>	<p>Family Service Learning: Much of programming is student-centered and student-driven, thereby requiring participants to respect timelines and complete tasks within allotted time DATA SOURCES: FSL logs, parent and staff interviews, observations</p>

	<p>Manages money Student manages money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).</p>	<p>Family Service Learning: Some projects require parents to budget money and supplies and be accountable for monies collected. DATA SOURCES: FSL logs, staff interviews</p>
	<p>Manages resources Student manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.</p>	<p>Family Service Learning: Parents manage resources to carry out activities (e.g., food, equipment) and determine how to collect, use or allocate funds from activities (e.g., food drive, garage sale profits, raising funds and buying supplies). DATA SOURCES: FSL logs, parent and staff interviews, observations, artifacts</p>
	<p>Manages personnel Student gains experience managing personnel (i.e., each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.</p>	<p>Family Service Learning, Family Mentoring: Parents are expected to communicate, make plans, organize, lead and participate in meetings (individual and group) as they plan project activities and family meetings. DATA SOURCES: FSL logs, FM mentoring, parent and staff interviews</p>
Information Use	<p>Locates Student uses analytical strategies to determine the best medium for finding necessary information.</p>	<p>Family Service Learning, PACT Time®: Families plan and research content and solutions for SL projects and home learning activities DATA SOURCES: FSL logs, HL logs, parent and staff interviews</p>
	<p>Organizes Student uses graphic organizer—outline, concept map, organization chart, tables, etc., to sort information/data.</p>	<p>Family Service Learning, PACT Time®: families develop and use graphic organizers to plan, explain and present activities. DATA SOURCES: FSL logs, HL logs, parent and staff interviews, observations, artifacts</p>
	<p>Uses Student uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.</p>	<p>Family Service Learning, Home Learning Activities: Participants use this skill to complete FSL projects and in many of the PACT Time® activities. DATA SOURCES: FSL logs, HL logs</p>
	<p>Analyzes Student assesses information to determine which is relevant (does not have to be a mathematical analysis).</p>	<p>Family Service Learning, Parent Time, PACT Time®: Participants assess information to determine actions for their FSL projects, whether parenting education information is appropriate for their family or other families, how to adjust PACT Time® activities so that they are relevant for all family members DATA SOURCES: FSL logs, FM Logs, HL logs, parent and staff interviews</p>
	<p>Communicates Student summarizes information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as explaining a problem in front of the class.</p>	<p>Family Service Learning: Participants frequently present to other students, families, community members, and public officers to inform or request support. DATA SOURCES: FSL logs, descriptive data, parent and staff interviews</p>

Communication Skills	Communicates verbally Student provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	Family Service Learning: Participants engage in discussion and present to other students, families, community members, and public officers to present information to inform or request support. DATA SOURCES: FSL logs, descriptive data, parent and staff interviews
	Listens actively Student is noticeably engaged through notetaking, questioning, and responding.	Family Service Learning: Participants engage in discussion and respond to other students, families, community members, and public officers. DATA SOURCES: FSL logs, FM logs, descriptive data, parent and staff interviews
	Comprehends written material Student uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what he/she has read	Family Service Learning, Parent Time, PACT Time®, Home Learning ABE/ESL Classes: Parents must read new materials, carry out research using the computer or other written materials, teach children reading strategies, along with other literacy-based activities. DATA SOURCES: FSL logs, HLA logs, descriptive data, parent and staff interviews
	Conveys information in writing Student relies on writing skills to organize lab reports, posters, and presentation materials and to take notes and reply to essay questions.	Family Service Learning: Parents create materials to advertise activities or share and present information. DATA SOURCES: Artifacts and descriptive data
	Observes carefully Student interprets verbal and nonverbal communication efforts of others.	Family Service Learning: Participants engage in collaborative projects requiring them to be aware of others' intentions, feelings, and other verbal and nonverbal communication. DATA SOURCES: Parent and staff interviews
Systems Thinking	Understands and uses systems Student understands his/her roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.	Family Service Learning, Family Mentoring, Parent Time, PACT Time®: Participants are coached and required to participate in a variety of roles as they carry out Toyota Family Learning activities. At times roles are self-selected, at times roles are appointed; each requires an awareness of other participants and completion of team and individual tasks. This focus also can include the functioning of the family as a team. DATA SOURCES: FSL logs, descriptive data, parent and staff interviews
	Monitors systems Student devises methods to assess team (system) progress.	
	Improves systems Student negotiates mid-course corrections, adaptations to team (system) tasks if necessary.	Family Service Learning: Participants continually assess and evaluate course of action to achieve targeted outcome, revise plans to accommodate the changes DATA SOURCES: FSL logs, parent and staff interviews

Technology Use	Understands and uses technology Student often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	Technology use is embedded as a core goal in the Toyota Family Learning programming. Participants are encouraged to use technological devices in the program and at home, if available. Many programs use technology to complete FSL and HL activities. DATA SOURCES: FSL logs, FM logs, HL logs, parent and staff interviews
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Table 53: Employability Skills Checklist, Crosswalk of Skills with Toyota Family Learning

IMPLICATIONS

Toyota Family Learning offers participants the opportunity to build a host of employability skills through all components of the program.

- Participants build confidence in academic and language development which they identify as helping them obtain employment or to work towards their future employment or academic goals.
- Employability skills are naturally embedded in Service Learning and PACT Time® activities giving participants a relevant context in which to build these skills while learning new content and supporting family and community.
- Discussions about employability skills can lead participants to also explore careers and jobs they want. These discussions also allow parents to think about children’s career goals and how to support them in reaching these goals.
- Expanded views of employability skills allow participants to build skills regardless of whether they have lower or higher formal literacy and employability skills.

CHALLENGES

Programs reported few challenges:

- Some participants are not work eligible, therefore it is difficult to achieve employment outcomes.
- Some participants do not seek employment, therefore do not find programming or discussions about employability skills relevant or interesting.

RECOMMENDATIONS

Programs appear to do a good job of incorporating employability skills into classes; the following recommendations could strengthen programming:

- Choose several employability skills to address intentionally so that participants can understand and develop or hone these skills. For example, students can roleplay contextualized scenarios that target chosen skills. Or, when problem solving, teach parents the five steps for problem solving, relate them to a work context, and then have

- them practice these steps at home with their children with a problem-solving scenario that is appropriate for children.
- Discuss career planning and employability skills as it pertains to a child's educational trajectory.

ATTENDANCE

This section summarizes findings for the four Toyota Family Learning components, attendance, and technology.

PARTICIPANT ATTENDANCE

The 13 programs for the 2016-2017 met across 34 different program sites. 694 individuals accrued attendance hours, for a total of 94,836.25 hours over the program year.

Program Totals: 13 Programs						
Site: 34 Program Sites						
	Number of Participant Attending	Parent	ABE/ESL	FSL	PACT	Individual Total
Beech Acres	70	1752	0	69	1850	3671
Broward	38	746	5835.5	339	820	7740.5
Dev. Centers	22	458	0	28	360	846
Larkins	21	890.5	0	296.5	707	1894
LFPL	107	964.5	5195.5	447.75	1018.5	7626.25
MES	34	892	0	631	3427	4950
MSU	27	1221.5	2842	349.5	1154	5567
PEF	148	4582	0	1954	14591	21127
Plano	42	3127	7010.5	0	2650.5	12788
SMCL	64	1846	0	1393.5	3061	6300.5
SWC	52	1049.5	5300.25	1415.75	2381	10146.5
Tupelo	37	490	0	157	484	1131
VoP	32	463	0	123.5	315.5	902
Totals	694	19531.5	31484	8620.25	35200.5	94836.25

Table 54: Type of Attendance by Program

While programs are not required to document reasons for students exiting the program without completing, some sites did include such reasons students gave for stopping attending. Some documented reasons were:

- Work conflict or schedule change
- Illness or death in the family

- Divorce
- Embarrassment (either embarrassment in participating in activities or for having missed so many sessions)
- Returned to native country

TECHNOLOGY

This year technology seemed to be less problematic; this may be because programs have become more accustomed and more practiced at incorporating technology into programming or we simply did not hear the same level of concern about how this core component in programming is integrated.

PROMISING PRACTICES



While many of the issues appear to be present for programs (lack of technology, difficulty of incorporating technology into mixed level classes) we will not address these in this report. We would like to draw attention to some of the innovative ways technology is being used and also to a way to look at understanding technology as something other than digital tools.

Some programs have supported their adult learners to become acquainted with using technology that does not require language or literacy skills, rather they

build familiarity and increase learners’ comfort level with technology without a literacy component. An excellent example of this is Plano’s parent video—parents designed, acted in, and filmed the video. They then edited the video in iMovie. Another example from Plano is the

use of other technology such as the participant using a microphone for a presentation in Figure 55. We can infer from this photo the participant is both engaging in public speaking and the act of learning about using technology tools. Most programs continue to use computers and tablets to conduct research or create materials for their service learning projects.

Figure 55: Participants engage with diverse technology

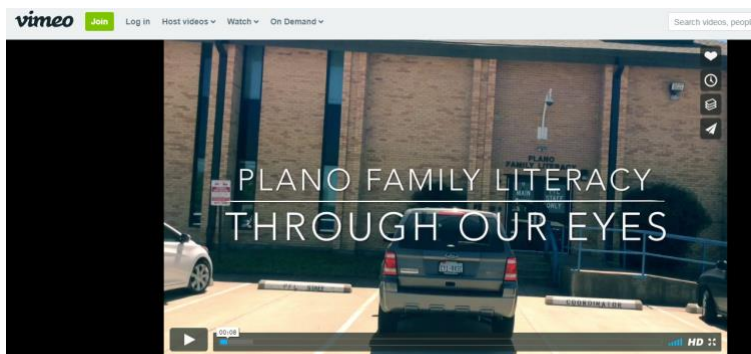


Figure 56: Video Created by Plano Family Literacy

In the past, we have discussed a divide among families who have technology and those who do not, or those who do not have experience working with or using technology. We would like to address an even greater inequity that some programs contend with—families that come with little to no academic literacy skills along with little to no exposure to classroom tools, and much less exposure to traditional forms of technology (e.g., smart phones, computers). This was evidenced by reflections that learning to use a pair of scissors was a new event for some parents. We contend that programs that encounter this level of unfamiliarity should be recognized for supporting parents in learning to use tools, such as scissors, tape measures, and sewing machines that can help bridge the gap between no experience with the classroom and technology.

Another growing trend that we have seen is the controlled use of technology. MSU-Denver organized a showing of Screenagers and hosted a discussion and workshop with parents and children. As mainstream society addresses the overuse of technology and the importance of engaging children in learning and family activities beyond the screen it is an excellent activity to support the constructive use of technology with a balance of understanding technology and how it can be a benefit to families. A reflection submitted by a MSU-Denver educator encapsulates the value that parents took from this activity. He wrote, *Students expressed a need to take control of their use of phones to be an example for their own children. They shared that their teens self-identified with those on screen. Saying things like, “that is just like me” or “that’s exactly what my friends and I do.” An acknowledgment of the reality of the teens own reality was coupled with greater awareness of screen influence and consideration of how phones are used going forward. A few students have decided to develop their own contract with their children that seems fair and equitable. Much was discovered about the need to make terms and conditions that come from ongoing conversations with their children. Everyone expressed a clearer understanding of technology usage among teens and also the correlation of technology use to academic performance.*



Programs continue to support participants in using and gaining comfort in using technology. Mirroring last year, technology was integrated with other aspects of Toyota Family Learning, such as family mentoring, PACT Time® and parenting skills. As noted in earlier sections, parents increased their responses in the frequency of use of computers/tablets/smart phones to communicate with teachers, engage in

home learning activities, and to learn something new or access school websites. The use of technology for Family Mentoring communication continues to be nascent; parents

Figure 57: TFL Classroom

continue to communicate primarily face-to-face. However, having discussions within the research team, we may want to rethink the rationale of asking about communication modes such as Skype; few of us communicate with people in close proximity (i.e., in the same town or with someone we see frequently) using such technology. The current three modes for communicating—face-to-face, phone, and text—are those that we would most typically use.

IMPLICATIONS

This year we heard little about the challenges of technology indicating that programs are more comfortable or more practiced in bringing technology into the classroom. As noted above, programs can experience difficulty using meaningful technology experiences with emergent or low literacy participants. They also may not have adequate technology resources to engage all students at the same time, making it difficult to schedule time for all students. Regardless, participants continue to value technology and any learning time they can get on devices. The recommendations remain the same as previous years except the last. The first two recommendations are difficult to change as they rely on structural changes within the program setting and a financial investment that programs may not be able to afford. The last two can be supported by NCFL staff technical assistance.

RECOMMENDATIONS

Recommendations for the future include:

- Programs need sufficient resources to incorporate technology to the extent expected.
- Programs need sufficient space to engage families as they use technology.
- Programs need technical support in how to integrate technology for diverse populations (skill-level, literacy level, and language level).
- Programs could be advised to incorporate specific group tasks using the computers that scaffold and recycle learned skills. For example, having all students access the school website at the same time. MSU-Denver has done this very intentionally with walk through and then follow up on subsequent days and then again periodically so that participants reinforce knowledge.

PARENT/CHILD TOGETHER (PACT) TIME®

PACT® had both similarities and differences across the sites. Programs incorporated PACT Time® in a variety of formats: embedded as a part of service learning programming, offered as a distinct class time, or presented in Parent Education classes and then carried out as at-home activities.

Results from the survey continue to underscore that participants enroll in Toyota Family Learning to “become a better teacher for my child” as their primary goal; 97% of respondents rank it as a “Very important” or “Important.” This indicates that Parenting and PACT Time® continue to be crucial to participants and therefore to programming. Similar to the past two years, onsite focus groups with parents evince the importance and value parents place on their role as a child’s primary teacher and role model. Broward had an interesting model for their PACT Time® activities; parents and children work together on children’s homework activities in

an afterschool type program. There are two facilitators and two tutors in the classroom. While some children and parents participate in more traditional PACT Time® activities; other children that need homework support meet with one of the tutors. Parents observe the tutoring session and are able to learn about the child's schoolwork as well as see a model for working with the children. Public Education Foundation also offers a unique PACT Time® activity for parents, which has been hugely successful in the eyes of the parents, Toyota Family Learning staff, and the school staff. Parents work with their children in the classroom for at least 30 minutes one or two times per week. This last model appears to offer a boon of benefits: respect for parents for being in the class; knowledge about how teachers work with children and teacher expectations; knowledge of child's schoolwork; new parent knowledge from content learned along with the child; familiarity with teachers and school staff; new responsibilities in the classroom, such as tutoring; perception of being seen as more knowledgeable in the eyes of their children; increased self-confidence. Many of these outcomes go well beyond the traditional idea of PACT Time®.

Given the findings of this year, there is a building of evidence that PACT Time® supports self-efficacy as parents related that they gained strategies and knowledge to support their children's school work and were better able to access resources that supported the whole family. PACT Time® that occurs at home also appears to become a springboard for family time. Lastly, in some models, it also supports social networks as parents are also building community with school staff.

PARENT EDUCATION

Parent Education continues to be one of the easier components to implement. Programs tend to ask parents the topics they are interested in and then develop programming around those topics. While this presents a challenge of continually creating curriculum and lesson plans, program staff find it is the best way to meet parents' needs, keep them engaged, and demonstrate that parent voice is important and valued. Parent Time is also frequently used to build participant knowledge about school's expectations and children's classwork, such as math or reading concepts. In contrast to many family literacy programs, the Toyota Family Learning programs often address higher level math, science, and social studies content, possibly reflecting older children's participation in the Toyota Family Learning programming. Parent Education also may be easier to implement as a result of participants' feeling comfortable working with younger children on more basic school content.

Some programs meld Parent Education into other components, for example MSU-Denver contextualizes the parent education into the content of their service learning by addressing math and nutrition as part of their gardening project. Parent Education is a time that supports building social networks, self-confidence, and voice. Because this is the time where parents are able to interact on topics that are important to them, they build friendships and share experiences and resources that are useful to other members in the class.

ADULT BASIC EDUCATION AND ENGLISH AS A SECOND LANGUAGE

Program Year 4 programs were required to provide adult basic education or ESL classes. This addition is important given the various learning goals outlined by participants (see table below):

Goal		Ranked important or very important by:
To upgrade my skills to keep current job	n	453
	%	68%
To earn a GED certificate/high school diploma	n	464
	%	70%
To improve my English language skills	n	538
	%	81%
To obtain the knowledge necessary to pass the U.S. citizenship test	n	421
	%	63%

Figure 58: Learning Goals Ranked Important/Very Important by Participants

Adult education classes provide parents with the opportunity to achieve some of their own goals, in particular, learning English—a key skill for integration into mainstream U.S. society. Literacy, numeracy, and English language skills are also key to entering stable employment and moving from back-of-the-house (BOH) jobs to front-of-the-house (FOH) jobs, so to speak. FOH jobs, a term primarily used in the service industry, also generally refers to work that is more public and therefore requires skills needed to interact with the public. These positions tend to be perceived of as jobs carrying more prestige and responsibility. Assisting participants in increasing their formal literacy and language skills could support participants in achieving their goals, such as obtaining work and advocating for their child.

Similar to other components, the Adult Education programming often adds to a participant's daily schedule, requiring them to choose where they will invest their energies. Some agencies reported that participants often valued the adult education classes over other components as the correlation between improved English and job opportunities was evident; or learning advanced math helped the participant immediately assist an older child with schoolwork. Many programs partner with other agencies to provide the adult education or ESL classes. In these instances, the classwork is decontextualized from the Toyota Family Learning program content which further undermines the link between the Toyota Family Learning program components and the adult education classes. However, that also appeared to occur even when the adult education or ESL classes were being offered by the Toyota Family Learning programs. Lastly, while finding work is often a goal of the participant, the adult education or ESL class content did not appear to incorporate any career exploration or work-based curriculum.

APPENDIX

APPENDIX A

LOGS SUBMITTED BY TOYOTA FAMILY LEARNING PROGRAMS

Program	Service Learning & Family Mentoring Logs	Home Activity Logs	Initial Interview	Final Interviews	Totals
Beech Acres	16	201	63	44	324
Broward	5	164	38	20	227
Developmental Centers	2	47	13	10	72
Larkins	3	314	21	30	368
LFPL	10	206	73	48	337
MES	4	84	29	17	134
MSU	6	62	49	27	144
PEF	27	902	158	108	1195
Plano	6	228	38	31	303
SMCL	8	200	58	37	303
SWC	4	154	47	39	244
Tupelo	1	38	44	23	106
VOP	3	173	37	21	234
TOTALS	95	2689	666	455	3905