

# Sustaining Your Program



2008-2009

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# Sustaining Your Program

## Introduction

The Maine Family Literacy Initiative (MEFLI) began in 1996 when the Barbara Bush Foundation for Family Literacy partnered with the Maine Department of Education to develop and expand family literacy programs throughout the state. The Initiative is funded by generous donations from Maine residents and the Barbara Bush Foundation for Family Literacy and was administered through the Maine Department of Education.

In August of 1996, the first fourteen grants were awarded, totaling \$100,000. Since then, applications have been received from colleges, adult education programs, elementary schools, libraries, Literacy Volunteer affiliates, Head Start programs, medical centers, and community-based organizations. As of June 2008 the Maine Family Literacy Initiative has awarded 183 family literacy grants, totaling \$3,132,307.

The Maine Family Literacy Initiative provides grants of up to \$25,000 to organizations that implement a family literacy program that integrates adult education, early childhood, and intergenerational literacy. In addition, planning grants of up to \$5,000 are given to organizations to bring together community partners to design a family literacy program.

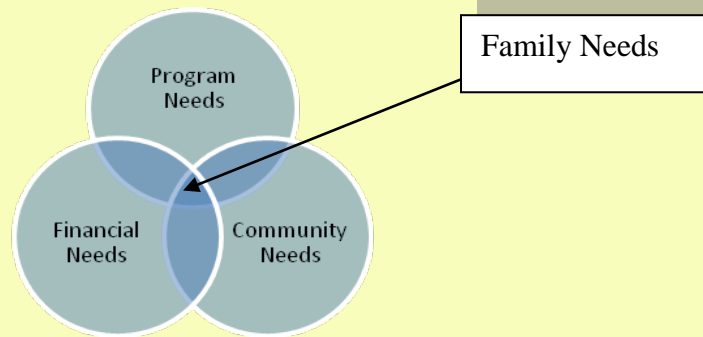
In June 2008, the Barbara Bush Foundation for Family Literacy funded five Lighthouse programs. Lighthouse Grants are well-established, model family literacy programs that have demonstrated experience and success in providing and sustaining family literacy programming. Lessons learned from these Lighthouse programs have been incorporated into this document. Descriptions of our Lighthouse programs begin on page 25.

Over the last 12 years, the Maine Family Literacy Initiative has heard from many grantees that one year of funding is not enough to fully implement a family literacy program. While the Maine Family Literacy Initiative generally does not provide funds for more than one year, it does recognize the struggles that many grantees encounter in continuing their services to families or in implementing changes in their original program design. The purpose of this guide is to help MEFLI programs examine the elements that lead to a successful and sustainable family literacy program and provide the information needed to begin to plan for long-term programming.

## What is Sustainability?

*“Sustainability is not a product but rather an ongoing process with no endpoint.” Peter Bardaglio*

Sustainable family literacy programs require strong leadership, well trained staff, a diversity of funding streams and collaborative partnerships that include recruitment of families and delivery of services. They need a well-defined vision, solid program design, objectives that can be measured and outcomes that can be documented. But most of all, sustainable family literacy programs require plans for survival that examine financial, community, and program needs in the context of family needs.



## **Family Needs**

Families need:

- Positive change in their lives
- High quality instruction
- Programs that are designed around their needs and schedules
- Support services to help them succeed

Parents need to know how the program will benefit them personally. Although parents will do incredible things to help their children, it is often difficult to get parents to commit to the program to improve on their own education. It is not enough to build a program and expect parents to participate. Your program must help them see a compelling reason to sign up, and then deliver programming to help them succeed. For example, if a young mother is barely making ends meet financially and is working a low wage job, helping her identify her long and short term goals is a great start. But once she identifies the steps to get there, your program needs to be prepared to provide high quality instruction, as well as the encouragement and support to help her reach her goals. The curriculum will have to be well-designed for her to advance in accordance with her goal(s); the instruction and materials will have to be relevant to her life; and the instructors will need to be skilled at relating the instruction to her goals. This will not happen without trained, skilled and committed staff.

## **Program Needs**

Programs must have:

- Strong leadership
- Committed partnership
- Common vision and goals

- Staff quality and involvement
- High quality professional development
- Multi-faceted recruitment and retention plans

Family literacy programs need leaders who are committed to the concept of family literacy. Leadership should not come from just one person, but from a group of committed partners. Each member of the partnership needs to see the family literacy program as an integral part of their organization and their daily work. Each member of the partnership must be willing to commit staff time for training on family literacy and the partnership's program design, time for participation in program functions and recruitment efforts. A true partnership happens when all members put their money on the table and commit it for use in the program without strings attached. When these commitments are not in place, the program will not succeed. Too often partnerships look good during the planning phases, but when the program is in the early stages of implementation, staff who has not been involved in the planning put up road blocks, are not invested in recruitment efforts, and are too busy to participate as planned.

### **Community Needs**

#### ***SUCCESS STORY***

**MSAD #3 family literacy program (SPICE) is a home-based program that covers a 440-square mile, rural part of Maine. Multi-faceted recruitment and retention plans are a 'must' for this program to be sure that all areas are covered. The program has created a recruitment rubric with who is responsible for each part of the rubric, so no piece is missed throughout the year.**

Communities require that the program:

- Does not duplicate existing programming and resources
- Addresses the needs of the community
- Uses best practices
- Provides solid program results that indicate an economic return on investment

### ***SUCCESS STORY***

**Sanford Community Adult Education recognized a need for child care; not only for parents attending their classes, but for those wanting to attend college courses and for the population at large. They worked closely with the school department; the Sanford Regional Vocational Center Building and Trades Program built the building and the SRVC Environmental Sciences Program did the landscaping. The school committee supported the project financially and donations came in from local citizens. Local businesses donated the excavating and foundation work. The Sanford Springvale Rotary Club sponsored and installed the new playground designed for children 1-5 years old. The program itself held multiple fundraisers including Murder Mystery dinners to help cover expenses. "The whole community was supportive and made this happen. The families using the facility feel so special that something brand new was created for them," said Kathi Medcalf, SCAE's director. The childcare facility was licensed by the State of Maine in the summer of 2008.**

Family literacy programs that cannot demonstrate how they meet a unique community need will be seen as unnecessary when it comes to funding from the community. Those in charge of local budgets need to know how the program is different from other efforts asking for funding, whether it addresses a specific need in the community and what the return on investment is for the local taxpayer. In order to provide return on investment, the program needs to utilize best practices in adult, early childhood and family literacy. Part of the family literacy planning process should include research on all of these elements.

### **Financial Needs**

Resources are needed to provide:

- Intensive instruction
- Quality assessments and instructional materials
- Leadership
- Support services
- Data collection
- Program evaluation
- Marketing

### ***SUCCESS STORY***

**In Fort Kent, a federally funded Even Start program began to examine data in 1999 to begin making the case to the School Board for increased local support. In 2004, program staff laid out a long range plan for support for the program that included an increase in local funds each year until all of the funding for the program came from local dollars and a Title I allocation in 2008-2009. Program staff succeeded in securing this local support for their Family Literacy project, because they were able to demonstrate through their data that Family Literacy had a positive academic impact in the local schools and a positive economic impact on the community. Each year, the program updated their data and communicated program and adult and child learner achievements to the School Board through presentations, news briefs, and other forms of on-going communication. They looked at the cost of Special Education and Title I services to children whose families were not participating in family literacy and provided data to show how many of the children participating in family literacy required neither Special Education nor Title I services in school. Also, when reporting on how many adult participants earned high school completion credentials, went on to post-secondary education, and/or entered the workforce, they used United States Department of Labor information to calculate the economic impact of obtaining employment and/or attaining a high school diploma, GED, or college degree not only on families, but also on the economy and tax base in local communities.**

The Barbara Bush Foundation for Family Literacy, through the Maine Family Literacy Initiative (MEFLI), provides grants of up to \$25,000 to support the financial needs of a program for one year. Planning for continuation of the program needs to begin long before the MEFLI grant is received. The most important role of the partnership is to assure continued funding. Funding can come from the existing budgets of partners, from additional grants, or from community tax dollars.

A long range sustainability plan for family literacy programming will address all of these requirements and is the responsibility of the both collaborators and advisory board members. Too often potential providers jump into designing a program without giving much thought to how they will continue to provide services. It is unfair to families and staff to develop a program with a life span of one year. Sustainability planning should begin during the program planning phase and be reviewed and revised continually throughout program implementation. At a minimum your plan should include the following items:

## **Vision Statements and Goals**

A vision is a broad statement that boldly describes what you see your program becoming. It should be the foundation that supports your partnerships, your program design, and your program administration and the vision should resonate for all partners and staff. It is critical that the vision you have for your family literacy program fits within the vision of your umbrella organization and that of your partner(s).

Goals are measurable, broad, big picture statements that summarize the purpose of your project and relate to your program's vision. There are long range goals that are rarely accomplished within one year and short range goals that are achievable within a shorter time frame.

Your program's vision and goals should be kept in front of staff, leaders, collaborators, advisory board members and FAMILIES as a reminder of your dreams for the program, the community and the families and as building blocks for your program design and implementation. Without a common value system, the program will be difficult to sustain.

### ***SUCCESS STORY***

**MSAD #3 family literacy program (SPICE) created a SPICE Core Goal sheet for each family and all partners. Each family receives a laminated sheet with a magnet attached to the back to place on the refrigerator. The instructors go over this goal sheet on each home visit and it is always on display in the home of our families. This helps everyone involved in the family literacy program on the same page and working toward the same goals.**

## **Collaborative Partnerships**

True collaboration occurs when entities contribute equally to the program, both with financial and human resources. When one entity begins to contribute more than the other, the power shifts and the partnership becomes ineffective. In a collaborative partnership, entities provide more than just office space or referrals; they make contributions to the program through things like wages, joint professional development and shared leadership. Successful partners expect to participate in on-going dialogue about program operations and take responsibility for challenges that arise. Successful partners are also committed for the long term and do not give up when recruitment and staffing get difficult.

Conversely, each partner should also gain something from the partnership to make it a worthwhile expenditure of time and energy. True partnerships are never one-sided, so ask yourself "What do I have to offer the partnership and what do I hope to gain?" For a listing of partners for the FY 2008-2009 grants, see pages 23 and 24 of this document.

### ***SUCCESS STORY***

**In Rockland, The Teen and Young Parent Program collaborates with both the Passages Program of the Community School, and MSAD 5 Adult and Community Education to create a partnership to provide complete family literacy services to young families. When a family enrolls in parenting education, a referral is made to one of the adult education programs, or if a parent enrolls in adult education first, a referral is made to the parent education program. All partners share the vision of a comprehensive family literacy program and recognize that they must stay in frequent contact to reach and successfully retain families in services. Each partner signs a memorandum of understanding detailing its roles and responsibilities. Each of the partners receives some financial support for their portion of the project. Because of the frequent contact between collaborating programs, the participants in the Growing Tree Project experience a wider net of support, which has led to an excellent retention rate.**

### **Memoranda of Understanding**

Most successful family literacy partnerships are founded on a Memorandum of Understanding (MOU). Here are some common elements found in the MOUs of these partnerships:

- Statement of the common vision;
- Commitment to the quality implementation of the program;
- Joint leadership to ensure all requirements are met and frequency of meetings;
- Well defined roles and responsibilities of the key partners, including contractual services if any;
- Relationship of the program coordinator to the collaborators (i.e. how will the coordinator be supervised, to whom does he/she turn for guidance, etc.);
- Authority of the program coordinator regarding staff from different agencies to ensure smooth operation of the day to day implementation of the program;
- Description of the decision-making processes that will be used;
- Commitment to data collection and evaluation;
- Commitment to sustain the program; and
- Procedure for withdrawal from the agreement.

The MOA should be signed and dated by all partners and reviewed annually.

***SUCCESS STORY***

**Portland Adult Education's LEAP Even Start forged a formal partnership with PROP Head Start. Head Start provides the Early Childhood component, and LEAP provides Adult ESOL classes for mothers while their children are in Head Start in the same building provided by PROP. LEAP provides literacy support in the HS classroom; LEAP and Head Start staff meet regularly to plan ILA activities that integrate what is happening in the adult and child classes, share family goal plans, decide themes for parent groups and consult on family needs and services. While the teachers have been active supporters of Family Literacy, it took an MOU and strong commitment at the administrative level to ensure that the partnership ran smoothly. Early in the program implementation it became clear that lack of childcare for children too young for HS was a barrier to participation. An additional informal partnership was formed with DHHS ASPIRE; families who were eligible for ASPIRE received childcare reimbursement and the funds were paid to HS to hire childcare providers. Working closely with PROP/Head Start has enabled LEAP to provide a seamless, well-integrated family literacy program.**

**Diversified Funding**

Diversify, diversify, diversify...Do not depend on any one source for your funds. Part of your program sustainability depends on the development of a plan to secure additional funding from multiple sources. It is never safe to depend on any one source for more than 25% of your funding. Look for core financial resources for your program that aren't restricted to foundations, which typically fund projects for one or two years only. Partners should be mutually responsible for funding the program. Are there operational funds within each partner organization that can provide the basis of your budget? Consider asking for funding for specific pieces of your program from different organizations. For example, will the local service organization help pay for transportation to enable families to come to class?

***SUCCESS STORY***

**Maine School Administrative District #3 in Thorndike has a long standing relationship with Broadreach, a provider of early childhood education. MSAD #3 provides the administration of the family literacy program and the adult literacy programming. Broadreach provides for the early childhood educator to the family literacy program. Both partners play a strong role in the data collection and evaluation of the program. Both partners have stake in the success and continuation of the program.**

For additional resources, see the list of foundations with ties to Maine on page 11. For information on other grant opportunities, visit [www.maine philanthropy.org](http://www.maine philanthropy.org) and order “The Directory of Maine Grantmakers” for \$60. Also included on page 19 is a chart showing how family literacy meshes with various federal legislation.

### **Staff Quality and Longevity**

Programs that have staff that share the program vision and goals are intimately involved in the program development, data collection, evaluation, and decision-making processes are more often sustained. Programs that encourage staff to take ownership in the success of the program, participate in professional development, and make suggestions are more likely to retain staff. It is through your high quality, engaged staff that your program will ensure that the needs of families are met. Staff are more likely to take an active role when they are engaged in the planning process. If you expect kindergarten or Head Start staff to help with recruitment, get them to the table early to hear their concerns about making referrals. Managers should take the time in the grant-writing process to explain program design and division of labor, so that staff know and can comment on exactly what they are expected to do. Too many family literacy programs run into staff resistance after the grant is received.

Keeping abreast of the current trends in early childhood literacy, adult literacy, and family literacy will support staff involvement in the project and will help them meet the needs of families. A staff that is knowledgeable and comfortable with best practices in family literacy is also a selling point to funders.

### **Evaluation**

For many applicants, evaluation is not on the radar screen; however, it is a crucial element of the planning process. Evaluation doesn't need to be expensive or complicated. It can be as simple as identifying how you will measure your success in meeting your objectives. What evidence will you collect? How will it be collected? Who will analyze the data and review the evidence? Who will identify areas that need improvement and recognize those areas where your program has been successful? What evidence will you need to convince funders to support your program in future years?

### ***SUCCESS STORY***

Each year, the MSAD #27 CHIPPY Even Start Family Literacy project must undergo an external program evaluation. For the last three years, Susan Frankel, Ph. D., of RMC Research Corporation in New Hampshire, has been the external evaluator for the CHIPPY program. During the 2007-2008 evaluation process, Frankel conducted a three-year analysis of the program's effectiveness. The results appear in the chart below extracted from Frankel's evaluation report, which was submitted to the Maine Department of Education on September 1. Frankel noted in her report to DOE that because CHIPPY has consistently exceeded State expectations on 70% or more of its performance indicators, which reflect high quality Family Literacy practices, it has proven highly effective in helping adults, children, and families improve their learning skills.

### **Marketing**

Your marketing efforts should be multi-faceted and address multiple audiences, including possible funders, the community, and potential families. Consider developing written brochures and public service announcements to educate the community. Think about using the data you collect to make the case for return on investment. If children from your program are entering school ready for kindergarten, is there a cost savings to schools that then don't need to enroll these children in Title I or Special Education services? If parents are leaving your program prepared for the world of work, is there a benefit to the community in increased tax revenue, or decreased welfare costs? What data do you need to collect now in order to make the case for continued funding later?

Marketing might also include developing posters, collecting testimonials from students and writing human interest stories for the local press.

When trying to recruit families, one common marketing mistake is developing materials that tell them how wonderful you are and what services you provide rather than focusing on what the parent and child can gain from participating. What is in it for them? What compelling reason is there for them to attend? Marketing to families sometimes involves the use of incentives, like gas cards or food coupons. How will you use your resources for these activities and how will you sustain that as the program develops?

### **Conclusion**

On average it cost \$39,248 to run a MEFLI family literacy program in FY 2009, with \$25,000 coming from the MEFLI and \$14,248 coming from local tax dollars or other grant funds. Each program budgeted to serve a minimum of 12 families, including at least 12 parents and 12 children for a cost per learner of \$1,635. This small amount of money per learner can make a major difference in the literacy of a child, the health of the family and the ability of the parents to be contributing citizens in their local communities and in the State of Maine.

## **Appendices**

- A. Financial Resources – a list of grant opportunities**
- B. Federal Legislation**
- C. MEFLI 2008-2009 Program Partners and Costs**
- D. Lighthouse Grantee Descriptions**
- E. Matrix of Interested Parties**

## Appendix A Financial Resources

### Maine-Focused Foundations: Areas of Interest and Funding Deadlines

NAME	Website	Areas of Interest	Deadlines	Grant Amount	Required Applicant	Other
Androscoggin Bank/ Maine Street Foundation	<a href="http://www.androscogginbank.com">www.androscogginbank.com</a>	Education Arts Community	February 15 <sup>th</sup> June 15 <sup>th</sup> October 15 <sup>th</sup>	\$2,500 and above	501c3 in Androscoggin Bank Market Area	Pick up application at local Androscoggin Bank
Annie E. Casey Foundation	<a href="http://www.aecf.org/Home/MajorInitiatives/FamilyEconomicSuccess.aspx">http://www.aecf.org/Home/MajorInitiatives/FamilyEconomicSuccess.aspx</a>	Family Economic Success The approach involves three key components: <ul style="list-style-type: none"> <li>• <a href="#">Asset-building</a> — strategies to help families build wealth and save for the future.</li> <li>• <a href="#">Family economic supports</a> — public and private supports to help families establish credit, reduce debt, and increase their financial security; and</li> <li>• <a href="#">Workforce development</a> — the skills and education necessary to get good jobs and build careers.</li> </ul>	If you would like the Casey Foundation to consider supporting a specific promising program, practice, or policy that helps children and families succeed, send us a brief description of the project and contact information where we can learn more. Please note that the Foundation does not make grants to individuals, nor does it provide grants for capital improvement	N/A	N/A	

			projects, medical research, or work outside the United States. <a href="#">Submit your ideas.</a>			
Bangor Savings Bank/ You Matter More Foundation	<a href="http://www.bangor.com/YouMatterMore/FoundationGrantMaking.aspx">http://www.bangor.com/YouMatterMore/FoundationGrantMaking.aspx</a>	Increased workforce education and out migration of youth Leveraging the creative economy Supporting entrepreneurial capacity and needs of micro-enterprise businesses  Priority will be given to the areas listed above, but consideration will be given to compelling applications in education, social and civic services, culture and arts, and health and wellness.	Applications are reviewed quarterly and must be received by April 1 <sup>st</sup> , July 1 <sup>st</sup> , October 1 <sup>st</sup> , and January 1 <sup>st</sup> for consideration.	N/A	N/A	
Davis Educational Foundation	<a href="http://www.davisfoundations.org/site/default.asp">http://www.davisfoundations.org/site/default.asp</a>	grants that assist institutions in supporting more effective teaching and learning and/or controlling costs	March 15, May 15, and October 1.	Varies from \$100,000 to \$200,000	Public and private institutions Regionally accredited baccalaureate degree granting Located in Maine Single institution or a consortium	
Davis Family Foundation	<a href="http://www.davisfoundations.org/site/default.asp">http://www.davisfoundations.org/site/default.asp</a>	Maine-based educational, medical and cultural/arts charitable organizations in support of a wide variety of worthwhile projects.	February 10, May 10, August 10 and November 10.	Varies from \$1,000-\$100,000 depending on the project	501c3 organizations that focus on educational organizations, medical organizations and cultural and arts organizations	
LL Bean	<a href="http://www.llbean.com/customerService/aboutLLBean/charitable_giving.html?feature=gn">http://www.llbean.com/customerService/aboutLLBean/charitable_giving.html?feature=gn</a>	Education (w/in ME only) Conservation/Recreation Health & Human Services Culture & Arts (Freeport, Brunswick, Portland, Lewiston, Waterville and Bangor only)	Accepted continuously. Responded to within three weeks and final approval provided in December by		501c3 Non-profit status	

			the Board of Directors			
Betterment Fund	<a href="http://www.megrants.org/betterment.htm">www.megrants.org/betterment.htm</a>	Education Health Care	January 31 April 30 September 30	\$20,000 - \$50,000	501c3 Non-profit status	
Bingham Program	<a href="http://www.binghamprogram.org/Pages/index">http://www.binghamprogram.org/Pages/index</a>	Health Profession Development Community Health Programs Public Health Policy Development	April 1 August 15	\$5,000 - \$25,000	501c3 Non-profit status	Call first to discuss fundability 207-622-2085
Frances Hollis Brain Foundation	<a href="http://www.fhbfoundation.org/index.html">http://www.fhbfoundation.org/index.html</a>	Human Services Health Education	May 1st, applicants will be notified by August 31 <sup>st</sup> October 1 <sup>st</sup> , applicants will be notified by December 31 <sup>st</sup>	Up to \$10,000 – most grants average \$5,000	501c3 Non-profit status	Must contact John Watson at 207-774-3968 or send a concise letter of intent to <a href="mailto:john@fhbfoundation.org">john@fhbfoundation.org</a>
Margaret E. Burnham Charitable Trust	<a href="http://www.megrants.org/Burnham.html">http://www.megrants.org/Burnham.html</a>	Community/Social Services 30% Medical 20% Educational 20% Arts/Culture 20% Environment 10%	October 1 <sup>st</sup> , notified by December 31 <sup>st</sup>	\$1,000 - \$20,000 – most grants average \$5,000	501c3 Non-profit status. Not individuals or religious orgs.	
The Catalyst Fund	<a href="http://www.megrants.org/catalyst.html">http://www.megrants.org/catalyst.html</a>	Early Education Fairness and Justice Chronic Poverty Environment	August 15 <sup>th</sup>	N/A	501c3 Non-profit status.	
The Sam L. Cohen Foundation	<a href="http://www.samlcohenfoundation.org/index.html">http://www.samlcohenfoundation.org/index.html</a>	Access to Education Culture and the Arts Civic Improvement Access to Health Jewish traditions and programs	Spring Letters of Inquiry due by February 1 <sup>st</sup> , Spring proposals due March 1; Fall Letters of Inquiry due August 1 <sup>st</sup> , Fall proposals due September 1	\$15,000 - \$50,000	501c3 Non-profit organizations in Southern Maine	
Jessie B. Cox Charitable Trust	<a href="http://www.jbcoxtrust.org/">http://www.jbcoxtrust.org/</a>	Health Education Environment Development of Philanthropy	Concept papers due: Jan. 15; April 15; July 15; Oct. 15.	\$25,000 – \$75,000	501c3 Nonprofit organizations in the six New England states	

Eunice Frye Home Foundation	<a href="http://www.megrants.org/eunicefryeapplication.htm">http://www.megrants.org/eunicefryeapplication.htm</a>	Elderly services Community Services Social Services Educational Services	Applications must be made between April 1 <sup>st</sup> and May 1 <sup>st</sup> ; Decisions will be made by July 31 <sup>st</sup>	N/A	501c3 Nonprofit organizations in the Greater Portland area.	
Bank of America	<a href="http://www.bankofamerica.com/foundation/index.cfm?template=fd_grantprograms">http://www.bankofamerica.com/foundation/index.cfm?template=fd_grantprograms</a>	Bank of America's local grant making activities can — and do — vary, depending on what your local community needs. Our local market presidents and their teams develop relationships with other community leaders to determine the best use of philanthropic dollars in each community.	Applications accepted anytime. Reviewed quarterly	N/A	501c3 Nonprofit organizations in Fleet market areas.	
Foundation for Seacoast Health	<a href="http://www.ffsh.org/">http://www.ffsh.org/</a>	Access to: Affordable mental health services; Preventive and restorative dental services; Affordable child care and after-school care; Affordable primary medical care; Coordination and dissemination of health information related to the above areas.  Funds Kittery, York and Elliot Maine only	Not considering new initiatives at this time.	Funding requests must not exceed one-third of total operating budget	501c3 Nonprofit organizations in Kittery, Eliot and York, ME	
Great Bay Foundation	<a href="http://www.greatbayfoundation.org/Home/">http://www.greatbayfoundation.org/Home/</a>	Supports nonprofit, social entrepreneurs working within the following two parameters: 1. those who are creating and/or operating revenue generating projects that focus on making the organization economically self-sufficient, or are moving in that direction, and 2. those whose projects help individuals living on the edges of society become more self-reliant and less dependant through the acquisition of skills, improvement of their faculties, training, jobs, etc.	Send a letter (2 pages maximum and preferably by email - <a href="mailto:info@greatbayfoundation.org">info@greatbayfoundation.org</a> ), setting forth your ideas, describing your project and how it addresses Great Bay's mission and criteria.	Up to \$150,000	501c3 Nonprofit organizations led by entrepreneurial INDIVIDUALS who are committed and accountable to the goals of the program	
Hannaford Charitable Foundation	<a href="http://www.hannaford.com/Content/Our_Company/Community/giving/foundation.shtml">http://www.hannaford.com/Content/Our_Company/Community/giving/foundation.shtml</a>	Health and welfare Educational institutions Civic and cultural organizations	On-going	Small requests \$1 – \$49,999	Be tax-exempt as described in both sections 501(c)(3)	

		Other local charitable organizations		Large requests – over \$50,000	and 509(a)(1), 509(a)(2), or 509(a)(3) of the Internal Revenue Code	
Horizon Foundation	<a href="http://www.horizonfoundation.org">http://www.horizonfoundation.org</a>	Protecting and conserving land and water resources Educating children and adults about being good stewards of the environment Promoting vibrant, child-oriented arts Teaching respect for and preservation of historic assets Enabling children and adults to lead their communities in thoughtful, creative, and healthy ways Encouraging service to others	July 15 <sup>th</sup> for fall cycle; January 21 <sup>st</sup> for spring 2009 cycle	\$5,000 – \$20,000	501c3 Nonprofit organizations that support projects primarily in Cumberland, Franklin, Lincoln and York Counties	
Jane's Trust	<a href="http://www.hembar.com/selects/rv/janes/">http://www.hembar.com/selects/rv/janes/</a>	Organizations and projects which primarily benefit underserved populations and disadvantaged communities. The Trust supports collaborations among nonprofit organizations and welcomes collaborative applications. Priority areas include: Education Arts and Culture Environment Health and Welfare	January 10 for consideration in February  August 15 for consideration in September	\$50,000- \$100,000	Non-profits and consortia of non-profits	May provide support for capital projects and endowments
Kennebunk Savings Bank	<a href="http://www.kennebunksavings.com/community.html">http://www.kennebunksavings.com/community.html</a>	Arts Civic initiatives Education Environmental Programs Human Services	Letters of Inquiry accepted anytime and reviewed monthly.	Based on need.	501c3 Nonprofit organizations in York County	
Key Bank	<a href="http://keybank.com/templates/t-ak2.jhtml?nodeID=A-12">http://keybank.com/templates/t-ak2.jhtml?nodeID=A-12</a>	Economic self-sufficiency, including workforce development and financial literacy	Letters of Inquiry accepted anytime at local branch.	Based on need.	501c3 Nonprofit organizations in market areas.	
Stephen and Tabitha King Foundation	<a href="http://www.stkfoundation.org/Home/">http://www.stkfoundation.org/Home/</a>	Literacy Community Services Arts	December 31, 2008	\$500 - \$50,000	501c3 Nonprofit organizations in Maine communities	
Libra Foundation	<a href="http://www.librafoundation.org/">http://www.librafoundation.org/</a>	Arts, Culture and Humanities Education	February 15 <sup>th</sup> May 15 <sup>th</sup>	Up to \$25,000	501c3 Nonprofit organizations in	

		Environment Health Human Services Justice Public/Society Benefit Religion	August 15 <sup>th</sup> November 15 <sup>th</sup>		Maine	
Agnes M. Lindsay Trust	<a href="http://www.lindsaytrust.org">http://www.lindsaytrust.org</a>	Education Recreation Health and Welfare	Proposals are reviewed monthly	\$1,000 - \$15,000	501c3 Nonprofit organizations in Maine, NH and Massachusetts	Will fund capital campaigns, capital items, renovations, and equipment.
Maine Bar Association	<a href="http://www.mbf.org/grants.htm#Grant%20Applications">http://www.mbf.org/grants.htm#Grant%20Applications</a>	Law-related public service programs such as: Provide legal services to poor and disenfranchised populations; Support administration of Justice Programs; Support law related education programs.	Proposals due October 13, 2008	Based on need.	501c3 Nonprofit organizations throughout Maine.	
MAINE COMMUNITY FOUNDATION	<a href="http://www.mainecef.org/html/grants/index.html">http://www.mainecef.org/html/grants/index.html</a>	The Maine Community Foundation has a variety of grants available, categorized in the next seven boxes below:	varied	Varied		
<i>Community Building Grant Program</i>	<a href="http://www.mainecef.org/html/grants/available/community.html">http://www.mainecef.org/html/grants/available/community.html</a>	Projects which strengthen Maine communities	Postmarked January 15 <sup>th</sup> and May 15 <sup>th</sup> .	Up to \$7,500	501c3 nonprofit organizations, public school, or public agencies.	
<i>County Fund Grant Program</i>	<a href="http://www.mainecef.org/html/grants/available/county.html">http://www.mainecef.org/html/grants/available/county.html</a>	Specifically funds projects in Franklin, Somerset, Oxford, Androscoggin, Washington, Aroostook, Hancock, Piscataquis, Waldo and Knox counties.	Postmarked January 15 <sup>th</sup> and May 15 <sup>th</sup> .	Up to \$7,500	501c3 nonprofit organizations, public school, or public agencies.	
<i>Organizational Capacity Building Grant Program</i>	<a href="http://www.mainecef.org/html/grants/available/organizational.html">http://www.mainecef.org/html/grants/available/organizational.html</a>	Strengthening organizational capacity, specifically: - Board and staff development - Strategic business and planning - Resource development and financial sustainability	<b>No funding planned for 2008. Check website for 2009 funding update.</b>	UP to \$15,000 per year, renewable twice.	Medium to large, Maine-based 501c3 nonprofit organizations.	
<i>King and Jean Cummings Charitable Trust Fund</i>	<a href="http://www.mainecef.org/html/grants/available/king.html">http://www.mainecef.org/html/grants/available/king.html</a>	Arts Education Environment Cultural Preservation	September 15 <sup>th</sup>	Up to \$7,500	501c3 nonprofit organizations, public school, or public agencies	Preference given to proposals requesting

					serving Franklin, Somerset, Piscataquis and Washington Counties; and Newport and Isleboro, Maine.	matching funds; for start-up funds; or for proposals with significant local support.
Maine Charity Foundation	<a href="http://www.mainecef.org/html/grants/available/charity.html">http://www.mainecef.org/html/grants/available/charity.html</a>	<ul style="list-style-type: none"> <li>• Start-up money for an organization or project;</li> <li>• Projects that involve the disabled or economically disadvantaged, as long as the project is not supported by a national campaign or public money</li> <li>• Libraries</li> <li>• Symphonies</li> <li>• Hospice care</li> <li>• Projects that are related to the Friendship, Maine area</li> <li>• Discrete projects as opposed to general operating support</li> <li>• Small requests from social service organizations for "bricks and mortar" or purchase of necessary equipment</li> </ul>	September 15 <sup>th</sup>	Up to \$5,000	501c3 nonprofit organizations, public school, or public agencies.	
Penobscot Valley Health Association Fund	<a href="http://www.mainecef.org/html/grants/available/valley.html">http://www.mainecef.org/html/grants/available/valley.html</a>	Grassroots organizations and start-up projects that strengthen the health and welfare of the greater Bangor community. The committee is particularly interested in supporting efforts to address overlooked health needs of the community.	May 15 <sup>th</sup>	One to five grants of between \$10,000 and \$25,000	501c3 nonprofit organizations, public school, or public agencies within a forty-mile radius of Bangor.	
Rines/Thompson Fund	<a href="http://www.mainecef.org/html/grants/available/rines.html">http://www.mainecef.org/html/grants/available/rines.html</a>	Community and economic development; Cultural enrichment; Diversity; Neighborhood and urban revitalization; Youth; Mediation; and Social service	September 15 <sup>th</sup>	Up to \$5,000	501c3 nonprofit organizations, public school, or public agencies serving <b>Greater Portland.</b>	Applications for annual fund appeals are accepted and encouraged.
Maine Humanities Council	<a href="http://www.mainehumanities.org/grants/index.html">http://www.mainehumanities.org/grants/index.html</a>	Community history and cultural heritage; Reading and literacy; Teacher enrichment; Humanities perspectives on	Discretionary grant funds and Community Outreach funds	\$100-\$10,000	Nonprofit organizations, such as museums, libraries, schools,	Grant awards must be matched dollar for dollar.

		<p>contemporary issues.</p> <p>The Maine Humanities Council is particularly interested in supporting projects that stimulate meaningful community dialogue, attract diverse audiences, are participatory and engaging, and invite discovery of the humanities in interesting and exciting ways.</p>	<p>are exhausted for 2008, but grant applications for will be accepted on October 15th for projects beginning December 1<sup>st</sup>.</p> <p>Support for a variety of larger humanities projects such as exhibits, conferences, films, and other initiatives can be applied for on April 15th and November 15th</p>		<p>colleges, historical societies, churches, community service groups, governmental agencies. Out-of-state organizations with projects of special interest to Maine people are usually required to have a Maine sponsor.</p>	
<p>Maine Family Literacy Initiative</p>	<p><a href="http://www.mainefamilyliteracy.com">www.mainefamilyliteracy.com</a></p>	<p>Family literacy programs that integrate</p> <p>Adult literacy</p> <p>Early childhood literacy</p> <p>Intergenerational literacy</p>	<p>Spring 2009</p>	<p>Planning grants of \$5,000</p> <p>Full program grants of \$25,000</p>	<p>Local educational agencies; correctional agencies; community-based organizations; non-profit 501© 3 organizations; public institutions; or a consortium of these agencies.</p>	

**\*This table was created by Sally Del Greco in 2005 and updated by Becky Dyer in December 2008.**

## Appendix B Federal Legislation

**No Child Left Behind Act (NCLB) of 2001** reauthorized the Elementary and Secondary Education Act of 1965. NCLB provides a framework for educational reform based on four principles: 1) accountability; 2) increased flexibility and local control; 3) expanded options for parents; and 4) research-based teaching methods.

Family Literacy is most commonly connected through parent involvement and community collaboration. There are several Titles under NCLB that might be applicable to family literacy programs.

### **Title IA**

Family Partnerships (NCLB, Title IA, Section 1115(c)(1)(G)) states that each targeted assistance program under this section shall provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Section 1118 states: "Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall establish the agency's expectations for parent involvement, and describe how the agency will:

- Involve parents in the joint development of the plan;
- Provide the coordination, technical assistance, and other community support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs such as Head Start and Early Head Start; Reading First; Even Start; Parents as Teachers; Home Instruction Program for Preschool Youngsters and State-run preschool programs;
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools serviced under this part, including identifying barriers to greater participation by parents in activities authorized under this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Involve parents in the activities of the schools served under this part."

Community Partnerships can be found in Section 1120B. It states that "Each local educational agency receiving assistance under this part shall carry out the activities described below with Head Start agencies and, if feasible, other entities carrying out early childhood development programs such as Early Reading First. These activities include:

- Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program, or where applicable, another early childhood development program such as the Early Reading First program;

- Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs such as Early Reading First program, as appropriate, to facilitate coordination of programs;
- Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate teachers from other early childhood development programs such as Early Reading First program, to discuss the developmental and other needs of individual children;
- Organizing and participating in joint transition-related training of school staff, Head Start program staff, Early Reading First program staff, and where appropriate, other early childhood development program staff; and
- Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs.”

In addition, Section 1115 (c)(1)(H) states that “Each targeted assistance program under this section shall coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, **adult education**, vocational and technical education, and job training.”

### **Title I, Part B, Subpart 1 – Reading First**

Section 1202 (C) (7)(B) (i)(ii)(iii) states that “An eligible local educational agency that receives a subgrant under this section may use the funds provided to carry out the following activities:

- Humanities-based family literacy programs that bond families around the acts of reading and using public libraries.
- Providing training in the essential components of reading instruction to a parent, to enable such parent to support the instructional practices that are based on scientifically-based reading research and being used by the students’ teacher.
- Assisting parents through the use of materials and reading programs, strategies and approaches (including family literacy services) that are based on scientifically-based reading research, to encourage reading and support their child’s reading development.”

One purpose of Reading First is to strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children. (NCLB Title IB, Subpart 1, Section 1201 (5).

### **Title I, Part B, Subpart 2 – Early Reading First**

One purpose of Early Reading First is to integrate such scientific reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services. (NCLB, Title IB, Subpart 2, section 1221 (a) (5))

### **Title I, Part B, Subpart 3 – William F. Goodling Even Start Family Literacy Program**

Funds for this program have been dramatically reduced over the last five years. There are currently only two funded Even Start programs in Maine; one in Portland, and one in MSAD # 3. Section 1235 (9)9A)(B)(C) states that “Programs funded under this subpart shall be coordinated with:

- Other programs under this Act;
- Any relevant programs under the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act of 1998), the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998; and

- The Head Start program, volunteer literacy programs, and other relevant programs.”

Section 1237 (c)(1)(D) also states that “Each application shall include a plan of operation and continuous improvement for the program that includes a description of the applicant’s collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought.”

### **Title I, Part F- Comprehensive School Reform**

Section 1606 (a)(7) states that “This subgrant shall enable schools to implement a comprehensive school reform program that provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluation school improvement activities consistent with section 1118 (Title I, Part A, Parental Involvement)”

### **Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act**

This Title has several references to family partnerships and community involvement. Section 3115 (d)(6)(A)(B) states that “The eligible entity receiving funds may use the funds by providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:

- To improve the English language skills of limited English proficient children; and
- To assist parents in helping their children to improve their academic achievement and becoming more active participants in the education of their children.”

Section 3115(e)(1)(A) states that “An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.”

And finally, Section 3115(e)(1)(G) states that “ An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants to assist parents of immigrant children and youth by offering comprehensive community services.”

### **Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers**

Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities that advance student academic achievement, including programs that promote parental involvement and family literacy. (Section 4205(a)(10))

Section 4201(a)(3) states “The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that offer families of students served by community learning centers opportunities for literacy and related educational development.”

## **The Workforce Investment Act of 1998**

### **Title II – Adult Education and Family Literacy Act (AEFLA)**

This act provides state-administered funding for adult literacy programs, including the adult literacy portion of family literacy programs. One of the purposes of the Act is to assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children. (Section 202).

AEFLA programs are required under the law to “provide services or instruction in one or more of the following areas:

- Adult education and literacy services, which may include workplace literacy services;
- Family literacy services; and
- English literacy programs” (Section 231(b))

However, the Act does state in Section 231(d) that “In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities.”

### **Head Start Act**

Head Start was initially launched as part of President Lyndon Johnson’s War on Poverty and is guided by Head Start Program Performance Standards. These standards include strengthening family partnerships, literacy development of children, and partnering with parents as they work toward educational goals. Head Start Program Performance Standard Section 1304.40(e)(4)(i) and (ii) states that “Grantees and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

- Increasing family access to materials, services, and activities essential to family literacy development; and
- Assisting parents as adult learners to recognize and address their own literacy goals.”

Head Start Program Performance Standard Section 1304.41(a)(2) states that “Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs.”

**Appendix C**  
**MEFLI 2008-2009 Partners and Costs**

*(as proposed in their grant applications)*

**Bonny Eagle**

Partners: MSAD #6 Adult Education; MSAD #6 (Title I, Reading Recovery, guidance services and school libraries); Carelink RDC of York County; Training Resource Center (TRC) of Portland (local Career Center) MEFLI- \$25,000 Local - \$14,904

**The Community Schools, Inc**

Partners: The Community Schools, Inc; Parents are Teachers Too in Waldo County; Family First: Parents are Teachers Too at Downeast Community Hospital; Cobscook Community Learning Center MEFLI - \$24,452 Local - \$16,983

**Denmark Public Library**

Partners: MSAD # 61/#72 Adult Education; MSAD # 72 schools; Parent Partners Home Visiting Program; Greater Bridgton Lakes Region Chamber of Commerce; Brownfield Food Pantry; Charlotte Hobbs Memorial Library; Fryeburg Head Start MEFLI - \$25,000 Local - \$29,877

**Kennebec Valley Community Action Program (KVCAP)**

Partners: KVCAP Head Start; Mid-Maine Regional Adult Community Education; Waterville Public Schools; Waterville Public Library MEFLI - \$25,000 Local - \$13,408

**Old Town School Department**

Partners: Old Town School Department; River Coalition; Penquis Head Start; Old Town Adult Education; Literacy Volunteers of Bangor MEFLI - \$25,000 Local - \$6,100

**Saco School Department**

Partners: Saco School Department; Saco-Old Orchard Beach Adult Education; Alliance for Healthy Families; Saco Head Start; Dyer Library; York County Community Action Program - Women, Infants, and Children (WIC) MEFLI - \$25,000 Local - \$8,180

**University of Southern Maine**

Partners: University of Southern Maine Multicultural Education Program; People's Regional Opportunity Program (PROP) Head Start; Portland Housing Authority; Maine Humanities Council (New Books, New Readers); Child Care Connections; Portland Public Library; Portland Adult Education; Cutler Institute for Child and Family Policy MEFLI - \$25,000 Local - \$10,365

**Wiscasset School Department**

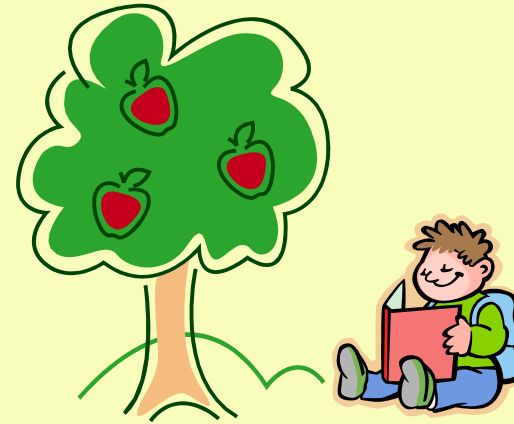
Partners: Wiscasset School Department; Wiscasset Adult Education; Wiscasset Head Start; Wiscasset Community Center, Healthy Kids; Read With Me MEFLI - \$25,000 Local - \$14,800

## Appendix D Lighthouse Grants

### The Growing Tree Project

A Collaboration of

- The Teen and Young Parent Program of Knox County
- MSAD #5 Adult and Community Education
- The Passages Program of the Community School, Camden



The Teen and Young Parent Program of Knox County, a program of the University of Maine Cooperative Extension, helps young families get off to a good start by providing information on child development and parenting, links to local resources, group activities and a one-on-one mentoring program. Another important goal of the program has always been to encourage and support teen parents in completing their own education, whether that means finding a way to stay in school, return to school, or connect with an adult education program or alternative school. Mentors and staff of the Teen and Young Parent Program (TYPP) have informally worked with local adult education programs in the past to support and encourage these young parents.

Over the years, it became apparent that two major barriers to enrollment and retention of teen parents in adult education classes were lack of transportation and lack of child care. This year, a Maine Family Literacy Initiative (MEFLI) grant, funded through the Barbara Bush Foundation, is providing financial support to these three local programs in order to eliminate these barriers and establish a common goal/link among the three partners. Recognizing the need for a more comprehensive program to meet the young parents' and their children's needs, the three programs partnered to create "The Growing Tree Project".

The grant funding provides for a safe and stimulating playgroup for the children of students and for transportation assistance through taxi vouchers and gas cards. The group is held in the teen parent program's bright and cheerful playroom and is staffed by TYPP's experienced parent educators and early childhood educators. The groups coincide with the hours of the MSAD 5 Adult Education learning lab. Students of the Passages Program may also use the time to work on projects and assignments. Students may take the Schooner Bay Taxis to and from their classes and the child care group, or receive gas card reimbursements for family or friends who can give them a ride. While the childcare setting and adult education program are presently only a mile apart, it is hoped that in the future an on-site arrangement can be created.

The TYPP also offers parent groups on early literacy topics such as how to choose the right books for the right age, how to make books come alive with expression, and other techniques for attracting and keeping babies' and toddlers' attention. The young parents get to choose a new high-quality, age-appropriate children's book each time they attend one of the groups or a library story hour with their child.

Addressing the needs of the parent's and children's learning concurrently strengthens both efforts. By working together to eliminate barriers and offer new incentives for participation, we have enrolled twelve new young families for this first semester!

## LEAP EVEN START PORTLAND

The LEAP (Literacy Education at Parkside) Family Literacy Project serves approximately 15 refugee and immigrant families and their preschool children. Our primary purpose is to promote literacy for the whole family, affirm and support the role of parents as their children's first teacher. We strive to be respectful of the cultural values and strengths that our parents bring to the program.

### Partnerships

Our main partner is PROP which runs the Head Start program in Portland.

We work closely with two classroom teachers to coordinate parent groups, home visits, and intergenerational activities (ILA).

We plan ILA activities with the Head Start classroom teachers to address areas of development that parents, teachers and/or Even Start professionals determine are necessary skills for families to be successful in school.

Among our other collaborators are ASPIRE, Community Counseling, USM and the Portland Public Library. We work with ASPIRE to coordinate services including transportation to ensure participants can get to class. Community Counseling provides family counseling for families in need. USM provides undergraduate students for volunteering in our Head Start classrooms and Even Start childcare. Portland Public Library provides story times just for our families once every 6 weeks. Children walk to the library with their moms to enjoy songs and stories. Once every three weeks moms go to the library with their English teacher to select appropriate materials for their preschool and school aged children. Parents also use their library cards weekly to access the Rosetta Stone language learning site on individual laptops in their English class.

### Early childhood programming

Early childhood programming is provided by Head Start. Even Start provides childcare for children under three who are too young to attend Head Start while their moms are in Even Start class. Without this childcare, moms would not be able to attend class. Even Start's Early Childhood Specialist works in each Head Start classroom one day per week to provide extra language and literacy support for Even Start children.

### Parenting education

Since all of LEAP's participants are immigrants, our parenting education is focused on helping immigrant parents to understand the American school system and expectations of parents in this country. In addition, parents learn how to help their children prepare for and be successful in school. Regular time is spent preparing parents to go into their child's classroom to participate in interactive literacy activities(ILA). Home visits also provide parenting education.

### Adult literacy

Ninety percent of LEAP's participants have less than six years of formal education in their own language. Instruction is at the most basic level of literacy with the purpose of learning to read and write in English. Parents attend an ESOL class taught by an experienced ESOL literacy teacher 3 mornings a week while their children attend Head Start.

#### Parent Peer Support Groups

LEAP participants meet monthly with a facilitator in a “parent group.” Topics covered include TV guidelines, discipline, American school expectations, etc.

#### Home visitation programming

Monthly instructional home visits are provided by the LEAP staff. The visits provide parenting instruction in such topics as: the importance of routines, reading with your child, accessing health information and services, teaching your children primary preschool concepts to help them children be ready for kindergarten.

#### Funding sources

Funding is provided by federal Even Start grant money. We have received a small amount of additional money from a private foundation to provide child care for the under 3-year-olds. Additional childcare money is provided by ASPIRE. PROP provides classrooms for the adult ESOL class, as well as childcare space

## MSAD #27 CHIPPY Even Start Family Literacy Program

### Program Overview

#### **Introduction:**

The Maine School Administrative District (MSAD) #27 **C**enter and **H**ome-based **I**nstructional **P**rogram for **P**arents and **Y**outh (CHIPPY) Even Start program works to improve the educational and vocational opportunities and performance of families most-in-need through the integrated delivery of pre-literacy and literacy services for children, literacy services for adults, intergenerational activities, and parenting education. Through four days a week of center-based programming and regular home visits by a teaching team, children acquire the academic and social skills necessary for school readiness and success, while adults in the program learn valuable academic, parenting, life and vocational skills.

#### **Program Hallmarks:**

Key hallmarks of the program are: 30 minutes of daily Interactive Literacy Activity (ILA) time spent by children with their parents; the *Literacy Games*® play-based early childhood education curriculum aimed at fostering maximal early oral language development and early literacy skills of 3 and 4 year olds; one hour per week of parent education employing the *Learning Games*® resource guide, which helps parents become their children's first and most important teachers; an extensive array of Adult Literacy services ranging from basic reading, writing, and numeracy instruction to Adult High School Diploma and GED preparation classes and comprehensive, holistic College Transitions programming; a dynamic Parent Senate that provides on-going feedback to program staff regarding program operations, exercises self-governance in the selection, planning, and coordination of large-group family activities, and assists in the preparation for monthly Parent Support Group meetings led by district social work staff; and **Project OUTREACH**, a program expansion providing additional home-based services to our most needy families and children and serving families in our region who cannot or will not avail themselves of center-based services.

#### **Partnerships:**

Primary partners in the CHIPPY Even Start Family Literacy project include:

University of Maine Cooperative Extension  
Aroostook County Action Program Child and Family Services (Head Start)  
Maine Centers for Women, Work, and Community  
Aroostook County Action Program Career Center  
Fish River Rural Health

Aroostook Mental Health Center  
Child Development Services  
Northern Maine Medical Center  
Department of Health and Human Services ASPIRE Program

The CHIPPY Family Literacy project works with its primary partners and other community collaborators in our region to enhance the existing services available, and, as such, does not duplicate but builds upon those existing resources, thus complementing and accentuating outcomes for participating families by connecting them with relevant, established community-based services.

**Our Consumers:**

The CHIPPY Family Literacy project serves families who meet four or more of the following seven need indicators

1. Parent(s) with educational attainment of 9<sup>th</sup> grade or lower;
2. Parent(s) demonstrating Limited English Proficiency (LEP) or other diminished literacy skills in reading, writing, or numeracy;
3. Family living at or below poverty level;
4. Family relying on one or more forms of public assistance;
5. Single parent family or family headed by teen parents;
6. Family with four or more children;
7. Family with a least one child with special needs.

In an average year, over 90% of adult learners in our program rely on one or more forms of public assistance; nearly 75% are single parents living at or below poverty level; almost 35% are without either a driver's license or reliable transportation; approximately 30% will have neither a High School Diploma (HSD) nor a General Educational Development (GED) Diploma; and 90% demonstrate literacy skills below 9<sup>th</sup> grade level. In addition, of the children in our program in any given year, nearly 50% demonstrate speech delays; approximately 10% present on-going behavioral issues; 20% of those who are school-age require Title I tutoring services in school; and over 40% of those in school receive Special Education services from the district. Finally, nearly 70% of the families we serve in any given year have at least one child with an identified special need.

### **Program Goals:**

In our work with these “very needy” families, CHIPPY Family Literacy staff pursue four major aims: 1. to assist children in realizing their full potential as learners by the time they start school or, at least, by the time they enter grade 3; 2. to help parents identify, pursue, and achieve the academic literacy and workplace readiness goals necessary to facilitate the acquisition of unsubsidized employment; 3. to help parents gain the literacy and parenting skills they need to become full partners in the education of their children; and 4. to help children and parents appreciate and identify opportunities to learn and grow together.

### **Longitudinal Outcomes:**

During 2005-2006, an external evaluator worked with CHIPPY staff to conduct a retrospective longitudinal analysis of adults and children who participated in the program between 1996 and 2005. The purpose of the analysis was to understand the long-term benefits of the program on the former children, adults, and families served. The analysis, which included reviews of program records, anecdotal knowledge, and child school progress reports from the 3<sup>rd</sup> grading quarter of the 2005-2006 school year, revealed the following family, adult, and child achievements:

#### **Families and Adults**

- 119 Families Served From 1996-2005, including 127 Adults and 226 Children
- 92 or 77% of Former Families Successfully Completed at Least One of The Goals In Their Family Action Plan Before Exiting the Program
- 73 or 61% of Former Families Successfully Completed All the Goals In Their Family Action Plan Before Exiting the Program
- 48 or 38% of the Adults Served Between 96-05 Enrolled in College

- 39 or 31% of the Adults Served Between 96-05 Pursued Vocational Training Through Adult Education
- 70 or 55% of the Adults Served Between 96-05 Obtained at Least Part-Time, Unsubsidized Employment
- 93 or 73% of the Adults Served Between 96-05 Formed Partnerships With Their Children's Teachers and Schools

## **Children**

**120** current and former children tracked

**8** graduated from high school

**15** in grades 9-12

- 60% receive Special Education
- 78% of those receiving Special Education services are mainstreamed for over half of their classes

**27** in grades 6-8

- 70% require neither Special Education nor Title I services
- 48% missed two or fewer days of school during the 1<sup>st</sup> two quarters
- 100% of those receiving Special Education services are mainstreamed for over half of their classes

**33** in grades 3-5

- 52% require neither Special Education nor Title I services
- 45% missed two or fewer days of school during the 1<sup>st</sup> two quarters
- 58% missed three or fewer days
- 25% of those receiving Special Education services are mainstreamed for over half of their classes

**18** in grades 1-2

- 78% require neither Special Education nor Title I services
- 56% missed two or fewer days of school during the 1<sup>st</sup> two quarters

**19** in grades Pre-K and K (2 records not received after numerous requests and 2 others were no longer available, because children transferred to another district)

- 26% missed two or fewer days of school during the 1<sup>st</sup> two quarters

- Of the five students in Pre-K, two consistently demonstrated 5 standards of Book Awareness and Reading Behavior, and one demonstrated 3 of the 5 standards.
- Of the 10 students in Kindergarten, 6 either had partially met or met 25 pre-reading standards of performance and 2 had demonstrated satisfactory or commendable progress in 8 standards of pre-reading performance.

**Funding:**

Since 2004, the School Board of Directors and the communities of MSAD #27 have supported the transition of the CHIPPY Even Start Family Literacy project from a predominantly federally funded program to a program supported extensively by local funds. Since 2004-2005, for example, the district's local Family Literacy appropriation increased from \$24, 970 in FY 05 to \$101,092 in FY 08. In addition, the district dedicates \$30,000 of its annual Title I allocation to finance the position of Family Literacy Liaison through **Project OUTREACH**.

Students and Parents In Cooperative Education (SPICE)  
Family Literacy Program in M.S.A.D. #3, Thorndike, ME

Students and Parents In Cooperative Education (SPICE) Family Literacy Program first received Even Start funding in July 2000. The SPICE Program partners with Broad Reach (formally Waldo County Preschool and Family Services) and M.S.A.D. #3 Adult and Community Education Program. This home-based program serves a 440-square mile, eleven town school district in western Waldo County, Maine. According to the 2000 U.S. Census Demographic Profiles, Waldo County residents, particularly the population of M.S.A.D. #3 have high poverty and low educational levels. Rural isolation, poverty, low self-esteem, and low educational levels of parents in the district negatively impact the success of children in the school setting. As a result of the above factors, this programs enrolls the 'most-in-need' families in M.S.A.D. #3 to receive family literacy services. 'Most-in-need' families are determined by specific criteria. These criteria include: educational attainment of parents and children, employment status, poverty level, family size, reading skills of parent and child, teen parent issues, transportation issues, referrals from other agencies, government aid, special needs of children, and the condition of the home.

SPICE encompasses a holistic approach to family literacy. The program focuses on the entire family unit, which requires full participation in the four components of family literacy; adult education, early childhood education, parent education and Intergenerational Literacy Activities (ILA) time.

SPICE has a full-time adult education instructor, who works with students to obtain their high school credential, students who need skills to attend post-secondary schools, or to obtain necessary literacy skills for the job; such as reading, numeracy, writing and technology. One unique aspect of SPICE's adult education component is that students can borrow lap tops with computer-assisted software programs installed to earn credits by working independently or with the assistance of the Adult Education Instructor. The SPICE Program has bought five (5) lap tops with five (5) PLATO curriculum to use in the home. The Program also has one desk top computer in the SPICE Office with the PLATO curriculum installed for student use at the High School. The advantages to having the lap top and PLATO curriculum are as follows:

1. The software can be used for supplemental help and/or actual classes for low level students of all ages.
2. The curriculum is aligned with the Maine Learning Results and works well within the Adult Education Equipped for the Future standards.
3. This program is used at a student's own pace.

4. There is one teacher, but many classes. The lap top can create a lab-like setting.
5. The PLATO curriculum keeps track of hours, grades, and completion information. All the Program has to do is print out the information.
6. PLATO curriculum can also give instruction to gifted and talented programs.
7. This set-up (Lap tops and curriculum) brings technology and computer literacy into the home environment.
8. For our Adult Transition Program students, or for the students who are going to college, we use the PLATO workplace skill classes, and higher level classes to help them with workplace issues and post secondary education.
9. SPICE students are required to master the Life & Job Skills class, as part of their transition plan and career goals. The students are also required to master the Parent education class as part of their parenting education in SPICE.
10. PLATO classes can be individually created to address specific issues or to best serve the student's educational level.
11. This lap top program allows the SPICE student to receive the mandatory hours required for a student to reach their goals in the most effective and efficient means.

To minimize the many distractions in the homes of students and to meet their educational goals, the adult education instructor often holds classes on the weekend. SPICE also uses various agencies in the County to supplement the delivery of instructional services to students, such as, Literacy Volunteers of American and the University of Maine Cooperative Extension. The assessment used for adult education is the CASAS assessment test.

The SPICE Program contacts with Broad Reach (formally known as Waldo County Preschool and Family Services) for an early childhood educator. This educator works directly with SPICE children and parents in early childhood education, parent education, and to implement ILA time.

The Early Childhood Educator uses the successful SPIRALS curriculum. This curriculum is a blending of several well-researched instructional methodologies. This curriculum merges the nationally successful High Scope Preschool curriculum with explicit early literacy instruction, while using the Assessment, Evaluation, and Planning System (AEPS) to assure progress for children with diagnosed special needs. Additionally, by embedding explicit literacy into each learning domain throughout the child's daily experiences, all disciplines are addressed each and every day. This curriculum is aligned with the Maine Early Childhood Learning Guidelines, and the local school districts curricula to ensure that children entering Kindergarten have the skills needed to be successful. The curriculum focuses on the four major parts of literacy development, which are: Alphabet Knowledge, Oral Language Skills, Phonological Awareness and Print Knowledge.

Through comprehensive planning, the following services/programs are available to SPICE families through Broad Reach: Early Childhood Inclusive Programs, Early Reading First, Four Year Old Program, Family Support Program, Parent Education

Program, Day Habilitation Services, Developmental Therapy Services, Children's Case Management, Woman, Infant, and Children (WIC) Nutrition Program, Child and Parent Council and One ME – Stand United for Prevention.

The SPICE Early Childhood Educator provides intense pre-literacy and literacy activities, school readiness skills, parent education and intergenerational activities for enrolled families using the curriculum explained above. These services are supplemented, but not duplicated by, collaborating agencies, such as: Parents Are Teachers Too!, Head Start, Broad Reach, and the Belfast Public Nursing Association. The assessments used in SPICE for early childhood are: AIMS – 2 weeks to 4 months old; Ages & Stages – 4 months to 2 years old; Peabody Picture Vocabulary Test (PPVT) – age 2 years and above. For the parent education component of the SPICE program, the Parent Education Profile (PEP) is used to assess the literacy environment of the home and parent knowledge of early childhood literacy.

Families R.E.A.D  
(Reach, Explore, Achieve, Dream)



The Families READ family literacy program provides area families the opportunity and access to educational services in order to improve their skills as family members, workers and community members.

Sanford Community Adult Education  
12 King Street  
Springvale, ME 04083  
(207) 490-5145  
[www.sanfordlearns.org](http://www.sanfordlearns.org)

**Program Description**

Families R.E.A.D (Reach, Explore, Achieve, Dream) is a program developed from a Barbara Bush, Maine Family Literacy Initiative grant that supports parents in returning to school to obtain their high school diploma or GED, or improve their reading skills. Together, Sanford Community Adult Education (SCAE) and The Alliance for Healthy Families of Goodall Hospital (AFHF) have created a comprehensive home and center-based program to help lower income families with adult and child literacy, child development, and parenting skills. Participating families receive parenting and early childhood development training through AFHF. Families READ provides transportation, childcare, textbooks, and classes for enrolled parents to increase literacy levels. SCAE sponsors weekly intergenerational literacy activities, playgroups on Friday mornings, a parent support group, and monthly lunch meetings for each family with the Family Literacy Coordinator. Families receive new books throughout the month to share with their children and to add to their home library.

**Partnerships**

Families READ has many partnerships throughout the community, particularly with **The Alliance for Healthy Families (AFHF)**. Healthy Families provides the home visitation component of the Families READ program. The home visit provides an opportunity for developmental screening and parental support and education. The Families READ family literacy coordinator visits the AFHF's monthly staff meeting to present them with a book talk and book box filled with literacy activities to share with Families READ families, as well as other families that they service throughout the community.

The **Sanford High School's Regional Vocational Center and the Building and Trades Center** partnered with Sanford Community Adult Education to build from scratch a brand new childcare building. The building process began in August of 2006, and the childcare center opened on September 10, 2007. This on site center provides childcare for all Sanford Community Adult Education students, and free childcare for Families READ participants. In addition, the Sanford Rotary Club adopted SCAE as their 2007 project, and is purchasing and installing a preschool age playground on the childcare site.

Families READ was the inspiration for the **Springvale Public Library's** "Baby Rhyme Time" program. The Families READ playgroup visits the library once a month during a Friday morning playgroup for songs, rhymes, and short stories. This program was so successful that it inspired the library to offer it weekly to the public, and there were approximately 30 babies on the first day! Families READ and the library partnered to put together "Baby Rhyme Time" booklets for families to take home with them. These booklets contain all of the songs, rhymes, and finger plays that will be featured throughout the year.

Families READ participates in the **Literacy Volunteers of Greater Sanford** annual literacy event. In February of 2006, Families READ participated in the 6<sup>th</sup> Annual "Beat the Winter Blues" event sponsored by the Literacy Volunteers of Greater Sanford and other community organizations. The evening celebrated reading with the theme "Fireside Tales". Different members of the community, including the Families READ Family Literacy Coordinator, volunteered as readers at small reading stations throughout the Knights of Columbus Hall in Sanford. Area families were invited to bring their own picnic dinner, participate in readings, raffles, and other literacy activities.

### **Early Childhood Programming**

Families READ and their childcare center, First Steps, have designed a structured, literacy-based environment for children birth to five years. The program is flexible and fluid with the intent to reach all children no matter their age or time spent at the childcare center. The High Reach Curriculum and Creative Curriculum is used, and they supplement with activities and resources as needed. Children are observed for their cognitive, social/emotional, physical (fine motor and gross motor), and language development. The next step is to focus on developments that are delayed and build on developments that are on target.

Children are exposed to free play, story and craft time. At "circle time" children explore the letter, color, and shape of the week. They also discuss the calendar and weather for the day. A large open space with windows built low for toddlers creates opportunities to observe weather and nature and have conversations around those topics. An attached kitchen provides opportunities for baking and science projects. Specific topics are explored with the whole family, such as, healthy habits of washing hands before eating and brushing teeth after snack time. Parents become involved in their child's education by setting goals with their child and reviewing those goals each term with the childcare coordinator.

### **Parenting Education**

The Alliance for Healthy Families provides home visits that focus on instruction for children, parents, and the entire family. Parents work on a specific goal with their Field Support Worker along with the Family Literacy Coordinator. These visits also allow for the opportunity for age appropriate activities and literacy based activities to be introduced to the children

Friday playgroups provide excellent opportunities for modeling "teachable" moments with a child and good practices in general childcare. The first Friday of each month is "support group" Friday where the parents meet for a portion of the morning with the literacy coordinator and SCAE social worker. Specifics topics are selected for discussion, for example, stress during the holidays, strategies for temper tantrums, and discussions about different developmental stages.

### **Adult Literacy**

Participants in the program are students of Sanford Community Adult Education seeking either their High School Diploma or GED, or reading improvement. SCAE offers a full range of classes from ABE to High School Diploma and GED, and College Transitions classes. The variety of classes offered each term allow students to reach their academic goals. Many of our teachers participate in the STar reading program and implement these strategies in classes. Families have opportunities to take parenting classes as electives, such as, "Parenting your Young Child." In addition, families are encouraged to think about further education after graduation by either pursuing a college education or certificate work through Sanford Community Adult Education. Indeed, most participants enroll at York County Community College or in the Certified Nursing Program offered at SCAE.

### **Parent Peer Support Groups**

Parents have the opportunity to meet three Fridays a month in a peer setting at the Families READ playgroup. Playgroup is a casual setting for parents and their children to interact during play time, story time, craft and snack time. Parents are comfortable sitting on the floor as their children play, and conversations take place about sleep habits, discipline, etc. In addition, the first playgroup of each month is devoted to "support group" time. This is an opportunity for parents to sit and discuss topics in a "round table" setting while children are cared for separately.

### **Home Visitation Programming**

Please see section, "Partnerships" and "Parenting Education".

### **Fund Sources**

The Barbara Bush Foundation for Family Literacy was the catalyst that started Families READ in 2002 with a planning grant. With this initial grant, Families READ began supporting families in their quest for completing their education and in becoming advocates for their children to be life long learners. Five years later, this program continues to flourish and serves approximately ten families each year. For the 2008 school year, Families READ is part of the Sanford Community Adult Education's budget. The Director and Family Literacy Coordinator continue to look for grant support to continue the program each year.

## Appendix E Matrix of Interested Parties

**This matrix of partner agencies and interested policy makers was developed by a sub-group on family literacy for Invest Early in ME.**

Name of Organization	Contact	Services provided
Maine Department of Education – Adult Education	Jeff Fantine Maine Department of Education 23 State House Station Augusta ME 04333	Adult literacy English as a Second Language Family Literacy High School completion College Transition Work Ready Workforce Training and Retraining
Literacy Volunteers of Maine	Sarah Robinson Literacy Volunteers of Maine 142 High Street, Suite 526 Portland ME 04101	<p><b>LV Maine Affiliates</b> provide increased access to literacy services for Maine adults who wish to acquire or improve their literacy skills.</p> <ul style="list-style-type: none"> <li>• <a href="#">Androscoggin</a></li> <li>• <a href="#">Aroostook County</a></li> <li>• <a href="#">Augusta</a></li> <li>• <a href="#">Bangor</a></li> <li>• <a href="#">Franklin/Somerset</a></li> <li>• <a href="#">Mid-Coast (Knox County)</a></li> <li>• <a href="#">Moosehead Region</a></li> <li>• <a href="#">Greater Portland</a></li> <li>• <a href="#">Saco/Biddeford</a></li> <li>• <a href="#">Greater Sanford</a></li> <li>• <a href="#">Tri-County (Bath/Lincoln/Casco Bay)</a></li> <li>• <a href="#">Waldo County</a></li> <li>• <a href="#">Waterville</a></li> <li>• <a href="#">Washington County</a></li> </ul>

Name of Organization	Contact	Services provided
Maine Department of Education – Alternative Education	Shelly Reed Department of Education 23 State House Station Augusta ME 04333	Provides alternative high school courses and diplomas for Maine students
Maine Centers for Women, Work and Community	Gilda Nardone	<p>Provide training, advocacy, and assistance for women and their families in four program areas: career building, starting a business ,managing money and becoming a leader. WWC has sites located all over the State of Maine. Click on the town nearest you to see more information about your local center or nearest outreach site.</p> <ul style="list-style-type: none"> <li>• <a href="#">Augusta</a></li> <li>• <a href="#">Bangor</a></li> <li>• <a href="#">Bath-Brunswick</a></li> <li>• <a href="#">Belfast</a></li> <li>• <a href="#">Calais</a></li> <li>• <a href="#">Ellsworth</a></li> <li>• <a href="#">Farmington</a></li> <li>• <a href="#">Houlton</a></li> <li>• <a href="#">Katahdin Region</a></li> <li>• <a href="#">Lewiston/Auburn</a></li> <li>• <a href="#">Presque Isle</a></li> <li>• <a href="#">Rockland</a></li> <li>• <a href="#">Saco-Biddeford</a></li> <li>• <a href="#">Skowhegan</a></li> <li>• <a href="#">South Paris</a></li> <li>• <a href="#">South Portland</a></li> <li>• <a href="#">St. John Valley</a></li> <li>• <a href="#">Waterville</a></li> </ul>
Maine Humanities Council – New Books, New Readers	Julia Walkling Maine Humanities Council 674 Brighton Avenue Portland, Maine 04102	A humanities-based book discussion program for adults who are new readers or who are not in the habit of reading.

Name of Organization	Contact	Services provided
Raising Readers	Diane Skog Director 541-7560 465 Congress St. Suite 701 Portland, ME 04101	<p>Provides over 70,000 books for over 370 healthcare sites (hospitals, practices, birth centers, clinics, etc),</p> <p>Provides plain language Information about the importance of early literacy for parents, healthcare providers and early childhood providers.</p> <p>Comprehensive website, book activities, health information about brain development, community blog and e-newsletters to parents and professionals,</p> <p>Multicultural Book Nook at the Children’s Museum of Maine.</p> <p>Printed activities in books for the 2, 3, and 4 yr visit. – which are developed by MRTQ</p> <p>Distributes special book of Maine authors to all five year olds (approx 13,500) with a “pre-library card” to encourage visits to local libraries.</p> <p>Collaborates with MRTQ to produce and distribute Literacy calendars for early childhood educators.</p> <p><i>*Chair of Advisory Board is Karen Baldacci.</i></p> <p><i>*Funding by the Libra Foundation</i></p> <p><i>*Collaboration of MaineHealth and Eastern Maine Healthcare Systems</i></p>
Maine State Library  Southern Maine Library District	Linda Lord Acting State Librarian  Shirley Helfrich Southern Maine Library District 5 Monument Square Portland, ME 04101	<p>The Southern Maine Library District (SMLD) is one of three Districts in a statewide library network established by the State Legislature in July 1973. Each of the three Maine library districts contains about one third of the state's population. Together the three districts comprise the <a href="#">Maine Regional Library System</a>, administered by the <a href="#">Maine State Library</a> in Augusta.</p> <p>Southern Maine Library District (SMLD) is a network of public, school, academic, and special libraries in <b>Cumberland, York</b> and selected <b>Oxford</b> county towns (Brownfield, Denmark, Fryeburg, and Lovell).</p> <p><i>Purpose of SMLD</i></p> <ul style="list-style-type: none"> <li>Assist the autonomous member libraries in Cumberland, York , and selected</li> </ul>


Name of Organization	Contact	Services provided
		<p>Oxford county towns (Brownfield, Denmark, Fryeburg, and Lovell) in serving their constituents</p> <ul style="list-style-type: none"> <li>• Foster cooperation on regional projects</li> <li>• Facilitate the sharing of material, personnel, and intellectual resources</li> </ul>
Maine Department of Labor	Edmund "Ned" McCann, Director Bureau of Employment Services Maine Department of Labor 55 State House Station Augusta, Maine 04333-0055	<p>Apprenticeship Program Business Visitation Governors Training Initiative Disability Programs Competitive Skills Scholarship Lifelong Learning Accounts Rapid Response Teams Veterans Services Work Opportunity Work Credit</p> <p>See attached list of Career Centers</p>
Maine Department of Health and Human Services - ASPIRE	Dean Henderson Family Independence ASPIRE Program Manager Department of Health and Human Services 268 Whitten Road Augusta, ME 04333	<p>ASPIRE/TANF is a program that helps TANF recipients find employment that will pay enough to make it possible for them to get off welfare. ASPIRE/JET is a program that helps Food Stamp recipients find employment.</p>
Maine Department of Health and Human Services - TANF	Dawn Mulcahey Family Independence TANF Program Manager Department of Health and Human Services 268 Whitten Road Augusta, ME 04333	<p>TANF -Temporary help for children and their parents while the family works toward becoming self-supporting.</p> <p>Parents as Scholars is a program for parents involved in a two year or four year postsecondary program. It offers a monthly benefit based on guidelines for the TANF program.</p> <p>Alternative Aid Assistance is a one-time program to assist TANF eligible parents who need short term help to find or maintain employment. Voucher payments equal to up to three months worth of TANF benefits are available to families to help them avoid the need for TANF benefits.</p>




Name of Organization	Contact	Services provided
		<p>Emergency Assistance provides benefits to families with children in some situations when the family is threatened by destitution or homelessness due to an emergency situation. These situations include fire, other natural disasters, termination of utility service, evictions, or lack of adequate shelter.</p>
<p>Maine Department of Health and Human Services - Office of Integrated Access and Support</p>	<p>Barbara Van Burgel            Director Department of Health and Human Services            268 Whitten Road            Augusta, ME 04333</p>	<p>The division is responsible for the development and implementation of the rules, regulations, policies and procedures necessary to assure that all <a href="#">non-custodial</a> parents are contributing to the economic support of their children.</p>
<p>The Home Care and Hospice Alliance of Maine</p> <p>Visiting Nurses of Maine</p>	<p>Kathy Lirakis, Hancock County HomeCare, President            Home Care &amp; Hospice Alliance of Maine            20 Middle Street            Augusta, ME 04330            (207) 623-0345</p>	<p>The Home Care &amp; Hospice Alliance of Maine is a non-profit trade association consisting of home health care providers, hospice providers and other health care organizations. The Alliance was first incorporated in 1969, as the Pine Tree Association of Home Health Agencies.</p> <p>"Home care" is a simple phrase that encompasses a wide range of health and social services.</p> <p>VNAs provide home health care for patients of all ages - from infants to elderly. They are the educators of disease prevention and health promotion  <a href="http://vnaa.org/vnaa/gen/html~home.aspx">http://vnaa.org/vnaa/gen/html~home.aspx</a> for a list of agencies in Maine</p>
<p>Maine Adult Correctional Education Association</p>	<p>Ray Therrien, Chair            MSAD # 9 Adult and Community Education            108 Fairbanks Road, Suite 3            Farmington, ME 04938            (207) 778-3460</p>	<p>The Maine Adult Correctional Education Association advocates for the needs of correctional educators and the educational needs of adult learners in state and county correctional facilities.</p>
<p>University of Maine Cooperative Extension</p>	<p>John Rebar            Executive Director            5741 Libby Hall            University of Maine</p>	<p>Our home, family, and youth experts provide</p> <ul style="list-style-type: none"> <li>• education for parents and others who care for children</li> <li>• education and home visiting support for teen parents</li> </ul>


Name of Organization	Contact	Services provided
	Orono, ME 04469-5741	<ul style="list-style-type: none"> <li>• learn-by-doing programs where youth learn leadership, citizenship, and life skills</li> <li>• programs to help young people understand gender socialization and equity issues</li> <li>• programs to support homebound elders</li> <li>• resources to help caregivers care for aging family members</li> </ul> <p>For information on their Home, Family and Youth programs, click here <a href="#">Home, Family &amp; Youth</a></p>
Portland West, Inc.	Ethan Strimling, Ex. Director Tom Pearson, Director of Programs 181 Brackett St Portland, ME 04102-3857 Phone: (207) 775-0105	Affordable Housing Youth Building Alternatives Alternatives to Detention Back on Track – At-Risk Students English Language Service Works Community Outreach Child Development Center Lizamarie Richardson Community Center Graffiti Busters Arts Access <a href="http://www.portlandwest.org/BOT.html">http://www.portlandwest.org/BOT.html</a>
Maine Principal's Association	Dick Durost Executive Director 50 Industrial Drive P.O. Box 2468 Augusta, Me 04338-2468	To assure a quality education for all students, the Maine Principals' Association will: (1) promote the principalship; (2) support principals as educational leaders; and (3) promote and administer interscholastic activities in grades 9-12.
Maine Superintendent's Association, part of Maine School Management	Sandra MacArthur Executive Director 49 Community Drive Augusta, ME 04330	The purpose of the Maine School Superintendents Association is to provide leadership and support to its members in order to effectively promote exemplary educational opportunities for all Maine students.
Maine School Board Association, part of Maine	Dale A. Douglass Executive Director	To enhance the education of all students in Maine's public schools by identifying and serving the needs of local school boards through board development, information and

Name of Organization	Contact	Services provided
School Management	49 Community Drive Augusta, ME 04330	support services, and by advocating for all Maine public schools at the state and national levels.
Maine Adult Education Association	Cathy Newell, Executive Director Maine Adult Education Association PO Box 187 Greenwood Maine 04255 207-875-2722	The Maine Adult Education Association is a nonprofit organization representing adult education programs, professionals and volunteers in Maine since 1965.
Maine Department of Education – Pre-K and Early Childhood	Janine Blatt Department of Education 23 State House Station Augusta ME 04333 PHONE: 207-624-6632 FAX: 207-624-6661 Email: <a href="mailto:janine.blatt@maine.gov">janine.blatt@maine.gov</a>	<p>Four year old programs, offered through a school administrative unit, are defined as a “public preschool program” by Maine Education and School Statute.</p> <p>Children must be four years of age by October 15 of the entering school year, in order to be eligible for a public preschool program.</p> <p>As per Title 20-A Education, Chapter 206, Subchapter II, 4502, Subsection 9:</p> <p>Any school administrative unit that wishes to develop an early childhood program for children four years of age must submit a proposal for approval to the Department of Education.</p> <p>While the Maine Department of Education encourages the development of such programs, decisions to implement a four year old program are made by local school units, dependent upon local school board approval.</p> <p>For a list of four year old programs in Maine go to:</p> <p><a href="http://www.maine.gov/education/fouryearold/currentprog.html">http://www.maine.gov/education/fouryearold/currentprog.html</a></p>
Maine Department of Education –NCLB (includes ESL)	Jackie Godbout/Jackie Soychak Department of Education 23 State House Station Augusta ME 04333	Supplementary services in elementary schools to identified children
Maine Department of Education – Special Education	David Stockford Department of Education 23 State House Station Augusta ME 04333	PURPOSES. - The purposes of this title are - "(1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;

Name of Organization	Contact	Services provided
		<p>"(B) to ensure that the rights of children with disabilities and parents of such children are protected; and</p> <p>"(C) to assist States, localities, educational services agencies, and Federal agencies to provide for the education of all children with disabilities;</p> <p>"(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;</p> <p>"(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and</p> <p>"(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.</p>
Maine Department of Education – Reading First	Lee Ann Larsen Department of Education 23 State House Station Augusta ME 04333	This program focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, states and districts receive support to apply scientifically based reading research—and the proven instructional and assessment tools consistent with this research—to ensure that all children learn to read well by the end of third grade. The program provides formula grants to states that submit an approved application. SEAs award sub-grants to eligible LEAs on a competitive basis.
Early Reading First	Sue Reed Director, Early Care and Education Career Development Center Institute for Child and Family Policy P.O. Box 9300 34 Bedford Street Portland, ME 04104-9300 207-780-5825	Early Reading First is a project of the U.S. Department of Education, which provides funding to transform existing early childhood education programs into preschool centers of educational excellence. The mission of Early Reading First “is to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school.” Many children enter school without the foundations in vocabulary, ability to attune to the sounds of language, knowledge of the alphabet, and the world of print. Research shows these are critical precursors to reading proficiency. This foundation is particularly lacking in many children from low-income families or those who are English language learners.
Child Development Services	Deb Hannigan Department of Education 23 State House Station Augusta ME 04333	Early intervention means to address delayed development in a child. Delayed development can be cognitive, emotional, physical, visual, hearing, or a resource limitation. It involves assessing the child’s needs and providing services for the child and family. These services can include health, education, and social services. Health services include the following:

Name of Organization	Contact	Services provided
		<ul style="list-style-type: none"> <li>• complete diagnostic screenings</li> <li>• nutrition services</li> <li>• behavior therapies</li> <li>• physical, speech and occupational therapies</li> <li>• day treatment</li> <li>• family support services</li> <li>• health education</li> </ul> <p>For a list of Child Development sites, go to  <a href="http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter_CDSofcs.htm">http://www.accessmaine.org/Toolkits/EarlyIntervention/earlyinter_CDSofcs.htm</a></p>
<p>Maine Department of Health and Human Services – Office of Child Care and Head Start</p>	<p>Carolyn Drugge  Office of Child Care and Head Start  2 Anthony Avenue  11 State House Station  Augusta, Maine 04333-0011</p> <p>207-624-7909</p>	<p>A source of information for parents, child care providers, early childhood educators, and others interested in the health and development of young children and their families.</p> <p><a href="#">Head Start</a>  is a comprehensive early childhood development program that serves low-income families. Children from birth to age five whose families meet the Federal poverty guidelines are eligible for Head Start services.</p>
<p>Maine Department of Health and Human Services – Home Visiting and Early Childhood Initiative</p>	<p>Sheryl Peavey  2 Anthony Avenue  11 State House Station  Augusta, Maine 04333-0011</p> <p>207-624-7992</p> <p>Pamela LaHaye  <i>Extension child development coordinator</i>  342-5971  <a href="mailto:plahaye@umext.maine.edu">plahaye@umext.maine.edu</a>  992 Waterville Road,  Waldo ME 04915—3117</p>	<p><b>Home Visiting</b> programs throughout Maine offer voluntary parent education and family supports for first time families with children aged prenatal through five years. A well-trained professional visits families in their homes and offers a wide range of services depending on the needs, strengths and interests of the parents. The program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships and to ensure child health and prevent child abuse and neglect.</p> <p>Home Visiting is offered to first time families and expectant teens on a universal basis</p> <p>Home Visiting is offered free of charge to the client</p> <p>The decision to receive services is voluntary</p> <p>Visits are strength based and culturally competent</p> <p>The services required and visitation frequency are determined mutually by the visitor and the family</p>

Name of Organization	Contact	Services provided
		<p>There are 15 DHHS funded <a href="#">Home Visiting Sites</a> throughout Maine.</p> <p>Universal home visiting and the <a href="#">Touchpoints</a>  Approach Training for home visitors is one of the primary initiatives of the <a href="#">Maine Children's Cabinet</a>  and the <a href="#">Task Force on Early Childhood</a> .</p> <p><b>Parents as Teachers (PAT)</b> is a parent education and family support program serving families throughout pregnancy until their child enters kindergarten, usually age 5.</p> <p>Parents are supported by PAT-certified parent educators trained to translate scientific information on early brain development into specific <i>when, what, how</i> and <i>why</i> advice for families. By understanding what to expect during each stage of development, parents can easily capture the teachable moments in everyday life to enhance their child's language development, intellectual growth, social development and motor skills.</p> <p><b>Parents Are Teachers, Too (PATT)</b> offers free information and support to all interested first-time parents in Waldo County. Our goal is to make your life as a parent a little easier and more satisfying, so that you can give your child the best possible start in life.</p> <p>During visits to your home, you will receive information on:</p> <ul style="list-style-type: none"> <li>Having a healthy pregnancy</li> <li>Preparing for your baby's arrival</li> <li>Labor and delivery</li> <li>Infant care, feeding and nutrition</li> <li>Falling in love with and interacting with your baby</li> <li>Child development</li> <li>How to help your baby learn</li> <li>Using books with your child</li> <li>Play</li> <li>Other community resources available to you</li> </ul> <p><b>Healthy Families</b> - The program was launched in 1992 by <a href="#">Prevent Child Abuse America</a> (formerly known as the National Committee to Prevent Child Abuse) in partnership with <a href="#">Ronald McDonald House Charities</a> and was designed to promote positive parenting, enhance child health and development and prevent child abuse and neglect. The <a href="#">Freddie</a></p>

Name of Organization	Contact	Services provided
		<p><a href="#">Mac Foundation</a> has also been instrumental in supporting ongoing development of the program.</p> <p>The Mission of the <b>Early Childhood Initiative</b> is to create and sustain a unified, statewide early childhood service system which provides essential resources, shares common standards for quality and respects the diversity and uniqueness of individual children and their families. We strive to:</p> <ul style="list-style-type: none"> <li>Change the way that Maine communities, organizations, and state government support, nurture, and protect the young children in our state.</li> <li>Strengthen the social capital and body of action that plans and puts into practice more humane and culturally respectful systems and policies for early childhood.</li> <li>Foster humane ways to help families and young children live, grow, and learn in a safe and healthy environment to reach their highest potentials.</li> <li>Humanize and dignify the ways in which we all work, talk with, and relate to each other.</li> <li>Change how we think about the public health of children so that it embraces the physical, social, emotional, spiritual, and environmental context of their lives.</li> </ul>
Maine Department of Health and Human Services Child Abuse and Neglect	Sheryl Peavey	Child Abuse and Neglect (CAN) Prevention Councils of Maine provide parenting information, education, and support, as well as Training for Mandated Reporters of suspected child abuse and neglect. A list of the sixteen Councils and local contact information is available at <a href="http://www.mechildrenstrust.org/canc.php">www.mechildrenstrust.org/canc.php</a>  .
Maine Humanities Council – Born to Read	Brita Zitin Born to Read - Maine Humanities Council 674 Brighton Avenue Portland, Maine 04102	<i>Born to Read</i> provides training, books and support to child care providers, volunteers, parents and home visitors throughout the state.
Maine Department of Health and Human Services – Child and Family Services	Dan Despard, Director, Child Welfare 2 Anthony Ave. 11 State House Station Augusta, Maine 04333-0011 Phone: 207- 624-7900	Child and Family Services joins with families and the community to promote long-term safety, well-being, and permanent families for children. Visit our <a href="#">Programs and Services</a> for a complete listing of services provided by Child Welfare

Name of Organization	Contact	Services provided
<p>Maine Department of Health and Human Services – Child Behavioral Health</p>	<p>Joan Smyrski, Director, Children's Behavioral Health</p> <p>Children's Behavioral Health Services 2 Anthony Ave. 11 State House Station Augusta, Maine 04333-0011 Phone: 207- 624-7900</p>	<p>Provides information and referrals for children to their 21<sup>st</sup> birthday with developmental disabilities/delays, mental retardation, Pervasive Developmental Disorder (PDD)/autism and mental health disorders.</p> <p><a href="#">Families &amp; Children</a> - Information for children and families wanting help from Children's Behavioral Health Services</p> <p><a href="#">Case Management</a> - works with the family to assist with the coordination and advocacy of services for the child.</p> <p><a href="#">Child and Family Behavioral Health Treatment Service</a> - (65M): This is a clinical, home and community based mental health treatment service</p> <p><a href="#">Providers List</a> - A list of Children's Behavioral Health Service providers</p> <p><a href="#">Rights/Grievances</a> - Information on your rights as a recipient of children's behavioral health services, and how to file a grievance.</p> <p><a href="#">Privacy Policy</a> - Clients will be treated with dignity and respect, and their rights will be safeguarded by all who provide services to them.</p>
<p>Governor's Children's Cabinet</p>	<p>Cabinet Members: First Lady Karen Baldacci Sue Gendron, Commissioner, DOE Brenda Harvey, Commissioner, DHHS Martin Magnusson, Commissioner, DOC Laura Fortman, Commissioner, DOL Anne Jordan, Commissioner of Public Safety Patrick Ende, Governor's Office Karla Black, Governor's Office Mike Mahoney, Governor's Office</p>	<p>Based upon the belief that children's needs are best met within the context of relationships at the family and community levels, the vision of the Children's Cabinet is that:</p> <ul style="list-style-type: none"> <li>• Every child has the opportunity to be a child and the education, resources and support to become a healthy and productive adult.</li> <li>• Every family recognizes the responsibilities and rewards of raising children and is provided the support necessary to fulfill their role.</li> <li>• Raising children is a shared community responsibility which includes a process of establishing and modeling clear standards of behavior.</li> <li>• State agencies collaboratively support families and communities, keeping family and children at the heart of all decisions.</li> </ul> <p>The mission of the Children's Cabinet is to actively collaborate to create and promote coordinated policies and service delivery systems that support children, families and</p>

Name of Organization	Contact	Services provided
	Executive Staff: James Beougher, DHHS Valerie Seaberg, DOE Barry Stoodley, DOC Denise Lord, DOC Jane Gilbert, DOL Janet Richards, Dept. Public Safety Susan Savell, Communities for Children and Youth Leslie Roseff, Institute for Public Sector Innovation Lauren Sterling, Cabinet Staff	communities
Communities for Children and Youth	Susan Savell 170 State House Station 27 Independence Drive CETA Building First Floor Augusta Maine 04333-0170 207-287-4377	Communities for Children and Youth is a statewide initiative of the Maine Children's Cabinet designed to create a partnership between state government and local communities as they work to prevent poor outcomes for children and youth and promote positive child and youth development. The goals of the initiative are to: <ul style="list-style-type: none"> <li>• measurably improve the well being of children and youth in every Maine community, and</li> <li>• increase educational attainment and achievement levels of all Maine children and youth.</li> </ul>
Higher Ed – Teachers of Early Childhood/pre-school/Literacy	Monica Redlevske Director/Teacher UMF Preschool Program University of Maine Farmington 186 High Street Farmington, Me. 04938 207-778-7406	The UMF Nursery School and Pre-Kindergarten is a play-based, early educational experience based on developmentally appropriate practice. Curriculum is linked to the Early Learning Guidelines. The program operates 5 mornings per week from 8:30 a.m. to 11:00 a.m. during the school year. Parents have 3 options for their children: Tuesday and Thursday mornings for children ages 3-, 4- and 5-years-old; Monday, Wednesday and Friday mornings for children ages 4 and 5 years old; and a 5 day program for 4- and 5-year-olds. The program serves as a lab setting for UMF students, where best teaching

Name of Organization	Contact	Services provided
		<p>practices are taught and demonstrated by on-site UMF faculty instructors. The program is held in UMF's <a href="#">Ricker Addition</a> building - located behind the Ferro Alumni Center, just off Main Street.</p>
USM Child and Family Centers	Lori Freid-Moses	<p>USM's Child and Family Centers offer a child-centered, family-oriented program which promotes a developmental approach to the social, emotional, physical and cognitive growth of children. We believe these areas of growth do not evolve separately, but rather support and strengthen each other.</p> <p>In the infant room your child will learn about his/her environment through exploration. We allow babies to learn at their own paces by touching, tasting and vocalizing. We have no formal group activities, but do not be surprised if you walk into a verse of "Twinkle, Twinkle" that involves everyone in the room, with babies staring and listening, and young toddlers singing and using finger motions. We follow the individual schedules of each child. While one child may prefer lunch at 11:00 a.m., another may wait until noon. We value the need for children's schedules to remain consistent with their schedule at home and try our best to accommodate this need. Each child is assigned a primary caregiver upon entering the program. All caregivers will know and care for all children, but the primary caregiver will be responsible for the majority of the parent communication, and will establish a significant relationship with the family of his/her assigned children.</p>
University of Maine Cooperative Extension	<p>Leslie Forstadt  <i>child and family development specialist</i>  <b>Unit:</b> <a href="#">Family Living</a>            581-3487  <b>Fax:</b> (207) 581-3212  <a href="mailto:lforstadt@umext.maine.edu">lforstadt@umext.maine.edu</a>            312 Corbett Hall, University of Maine            Orono ME 04469</p>	<p>The University of Maine Cooperative Extension has 16 county offices located throughout Maine. County staff work in collaboration with local citizen advisory boards, determine what educational offerings will best serve county residents. Staff then design and deliver workshops and provide resources on a wide range of topics related to sustainable agriculture, natural resources, children, youth and families.</p> <p>Our home, family, and youth experts provide</p> <ul style="list-style-type: none"> <li>• education for parents and others who care for children</li> <li>• education and home visiting support for teen parents</li> <li>• learn-by-doing programs where youth learn leadership, citizenship, and life skills</li> <li>• programs to help young people understand gender socialization and equity issues</li> <li>• programs to support homebound elders</li> <li>• resources to help caregivers care for aging family members</li> </ul>

Name of Organization	Contact	Services provided
Teen and Young Parent Program of Knox County (a program of the Cooperative Extension)	Ruth Griffin 231 B Park Street Rockland ME 04841 (207) 594-0975	The mission of the Teen and Young Parent Program is to support young parents and their children through the involvement of caring, trained volunteer mentors and parenting education home visits.
Maine Center for Disease Control	Maine Center for Disease Control and Prevention 286 Water Street State House Station 11 Augusta, ME 04333-0011 (207) 287-8016 <a href="http://www.maineamilies.org">www.maineamilies.org</a>	The Maine Center for Disease Control and Prevention administers the Healthy Families, Parents as Teachers, and Parents Are Teachers, Too programs by providing grants to community agencies which maintain sites within each of Maine's counties. These sites are also funded through a variety of other public and private sources.
ME Reads	Sarah Cecil 19 South Street, Suite 8B, Portland ME 14101 207-871-9100 <a href="mailto:info@mainereads.org">info@mainereads.org</a>	Established in 2004 by the Office of the First Lady, Maine Reads is dedicated to the fight for a more literate Maine through meaningful programs that create awareness, raise funds, and encourage collaboration among <a href="#">literacy providers</a> . Activities include Read with ME, the Festival of the Book, and ME Reads Community Literacy Project. For more information, visit <a href="http://www.mainereads.org/">http://www.mainereads.org/</a>
Maine Children's Trust	Jan Clarkin 24 Stone Street, Suite 1 Augusta ME 04330 <a href="mailto:janc@mechildrenstrust.org">janc@mechildrenstrust.org</a> 207-623-5120	<p>The MAINE CHILDREN'S TRUST is a statewide non-profit organization whose mission is to prevent child abuse and neglect.</p> <p>It works to create a brighter future for Maine children. Created by the Maine legislature in 1985, the Trust evaluates child abuse and neglect prevention needs throughout Maine and takes necessary steps to help meet those needs.</p> <p>The Trust raises and distributes money to community-based programs throughout Maine that work to prevent child abuse. The Trust advocates for increased services for Maine families as well as increasing public awareness.</p>
Family Resource Center Coalition	Candy Eaton Downeast Health Services	Founded in 1972, Downeast Health Services was initially founded to meet the health needs of women and children in Hancock and Washington Counties. Through planned growth, DEHS now employs 57 staff, and serves Hancock, Washington and Penobscot

Name of Organization	Contact	Services provided
	<p>Hancock Co Children Council            PO Box 1087            Ellsworth 04605</p>	<p>counties with six office sites. Downeast Health Services annually serves 9,000 individuals with collaborative programs including Maternal and Child Health Services, Big Brothers Big Sisters of Eastern Maine (BBBS), Maine Coast Community Dental Clinic (MCCDC), Women, Infants and Children (WIC), Family Planning clinical and outreach programs, Parents Are Teachers, Too, Hancock County Children’s Council, Union River Healthy Communities, and Downeast Sexual Assault Services.</p> <p>BBBS provides mentors to 500 youth in both school and community based programs within all three counties. The Family Planning program offers monthly clinics to more than 200 teens, women and men in two counties at multiple sites. WIC provides nutrition services to more than 1,500 women and children each month in two counties, including twelve outreach clinics. The home visiting programs provide clinical and educational services to 200 families and children each month. Annually, 3,400 individuals receive dental care at MCCDC, in Hancock County. Many of the programs provide education to the area schools and communities, as well as monthly newsletters that include community events, resources and related activities.</p> <p>Downeast Health Services’ Board of Directors is comprised of 13 members including medical and dental providers, clients, and community and business leaders.</p>
Mainely Parents	<p>Mainely Parents            72 Winthrop Street            Augusta ME 04330            1-800-249-5506</p>	<p>Mainely Parents is a statewide prevention program dedicated to helping parents help themselves and their families. Our program mission is to strengthen parent/child relationships through parent to parent support, education and advocacy.</p> <p>Our prevention program focuses on four specific programs: parent education, mutual self-help support groups, parent talk line and <i>Maine Parent Express</i> newsletter.</p> <p>Mainely Parents education classes, support groups, talk line and newsletter are <u>FREE</u>.</p>
Maine Children’s Alliance	<p>Eleanor Goldberg            President/CEO            303 State Street, Augusta, ME 04330            207-623-1868</p>	<p>The Maine Children's Alliance (MCA) is committed to improving the lives of all Maine's children, youth, and families. By collecting and analyzing data on children and their health, economic and demographic status, we seek to link research to practice and public policy. We regularly bring diverse groups together in coalitions that support policy initiatives that benefit children, providing oversight in state policy arenas and serving as a resource on children and family policy issues at the local and national levels.</p>

Name of Organization	Contact	Services provided
Resource Development Center- DHHS	Early Childhood 2 Anthony Avenue 11 State House Station Augusta, Me 04333-0011 207-624-7909	<p>The Department of Health and Human Services funds eight regional Child Care Resource Development Centers located around the state. Resource Development Centers can do a number of things for different individuals and groups including parents, child care providers, community members, schools, businesses, and others interested in child care.</p> <p>Each Child Care Resource Development Center serves a certain area of Maine, usually their service area spans one or two counties. Click here to find the Resource Development Center nearest you  <a href="http://www.maine.gov/dhhs/ocfs/ec/occhs/devcenters.htm">http://www.maine.gov/dhhs/ocfs/ec/occhs/devcenters.htm</a></p> <p>Resource Development Centers support child care providers by:</p> <p><b>Maintaining a Referral Database:</b> Providers can register with their regional RDC by contacting them with basic program information. Parents call the RDC for referrals and all programs that meet the criteria that a parent is looking for will be offered. This is free advertising with minimal input from the provider. The RDCs do rely on the provider to report any updates or changes in their program.</p> <p><b>Resource Materials:</b> Most RDCs have a "Resource Lending Library", although they may call it another name. These "libraries" may offer books, activity guides, educational materials, toys, videos, and/or cassettes that are loaned out for a certain period of time.</p> <p><b>Newsletters:</b> Many RDCs offer a newsletter, usually monthly or quarterly, that offers information about child care issues, including educational opportunities, state news, and health and safety concerns.</p> <p><b>Technical Assistance:</b> RDC staff are trained to assist child care providers in many areas. An RDC Educational Specialist can provide consultations regarding continuing education and career development. If the staff person is unable to answer the question immediately, they are usually able to research the question or refer the provider to another source. The RDCs in Maine keep up-to-date on child care issues that affect child care providers and they can refer providers to local and state-wide resources, such as Child Care Plus ME or Maine Roads to Quality.</p> <p><b>Scholarships:</b> Some of the RDCs have financial assistance available for providers to attend a course, workshop, or conference. Funding is usually limited and on a</p>

Name of Organization	Contact	Services provided
		<p>first-come, first-serve basis, depending on availability.</p> <p><b>Training:</b> Each RDC has a Training Coordinator who organizes their regional trainings. These include core-knowledge training through Maine Roads to Quality and other training, such as conferences, guest speakers, health and safety, and interest based topics such as literacy or transitions.</p>
Maine Roads to Quality	<p>Allyson Dean, Director            PO Box 9300            34 Bedford Street            Portland Maine 04104            1-888-900-0055</p>	<p>In 1992, the <a href="#">Maine Department of Human Services, Office of Child Care and Head Start</a>, convened 100 early care and education stakeholders to begin a two-year process to develop recommendations for a career development system. The recommendations were published in 1994 in a document entitled, <i>Pathways to Quality: Toward Development of a Comprehensive Training Plan for Child Care Practitioners in Maine</i>. In 1999, the Maine Department of Human Services contracted with the <a href="#">Muskie School of Public Service, University of Southern Maine</a>, to establish the Early Care and Education Career Development Center and manage the comprehensive, coordinated career development system.</p> <p><i>The purpose of Maine Roads to Quality: Early Care and Education Career Development Center is to promote and support professionalism in the early care and education field.</i></p>
ME Association for the Education of Young Children	<p>Maine AEYC            PO Box 1065            Bath ME 04530  <a href="mailto:info@maineaeyc.org">info@maineaeyc.org</a>  <a href="mailto:info@maineaeyc.org">info@maineaeyc.org</a></p>	<p>The purpose of the Maine Association for the Education of Young Children is to serve and act on the behalf of the needs, rights, and well-being of all young children in Maine and their families, with special emphasis on developmental and educational services and resources and fostering the growth and development of the membership in their work with, and on behalf of, young children.</p>
Maine Parent Federation	<p>Janine Lachance, Ex. Director            Maine Parent Federation, Inc.            P.O. Box 2067            Augusta, ME 04338  <a href="mailto:parentconnect@mpf.org">parentconnect@mpf.org</a>            1-800-870-7746</p>	<p>The Maine Parent Federation, Inc. is a statewide family support organization which promotes individual aspirations for all people through information, education and advocacy.</p> <p>Projects include:</p> <p><b>SPIN</b> staff provide one-on-one information to parents and professionals concerning needed services, educational rights, and specific disabilities through a toll free statewide telephone number, 1-800-870-7746. SPIN also maintains a TDD, a telecommunication device for individuals with hearing impairments. <a href="#">Click here for a list of some of our materials.</a></p> <p><b>Parent Information and Resource Centers (PIRCs)</b> are a statewide resource center for</p>

Name of Organization	Contact	Services provided
		<p>parents and educators funded by the U.S. Department of Education. PIRCs bring parents, educators and those that work with families a wealth of information about helping children get ready for school and succeed in school, from the early grades through high school.</p> <p><b>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)</b> is a discretionary grant program designed to increase the number of students from low income families who are prepared to enter and succeed in postsecondary education. For more information, <a href="#">click here</a>.</p> <p><b>Maine Parent Federation's (MPF) Parents as Teachers program (PAT)</b> is a universal, voluntary home visiting program providing education, encouragement and support to parents of young children. The Parents as Teachers program helps parents learn about child development and how to use play and toys to encourage language, literacy, intellectual growth, and social and motor skills. <b>PAT</b> also provides information on behavior issues, positive discipline methods, and ways to strengthen the parent/child relationship. In addition to home visits, <b>PAT</b> offers playgroups, workshops, family get-togethers, developmental screenings and referrals to resources in the community. <b>PAT</b> serves expectant parents and parents of children birth to kindergarten entry who reside in Kennebec or Somerset County. Services are offered <b>free of charge</b>. MPF is a state affiliate of the <b>Parents As Teachers</b> National Center which trains parent educators, provides a core curriculum and monitors affiliates.</p> <p>Family Support Services:  The primary goal of <b>PROJECT REACH (RESPONSIVE Advocacy for Children's Health)</b> is to provide state level leadership and community focus in the establishment of Health Care Information and Education Centers for families of children with special health care needs. <b>PROJECT REACH</b> is a collaborative effort between the Maine Parent Federation and the state's Maternal and Child Health Title V administering agency (the Division of Family Health within the Bureau of Health, Maine Department of Human Services). Maine Parent Federation's program focus is the establishment and support of regionally based cadres of trained volunteers who are themselves parents of children with special health care needs.</p> <p><b>Project CANDO (Creating A Network for Diverse Opportunities)</b>, will expand the outreach to families of children, youth and adolescents with mental health needs, MPF will better meet the needs of all families and children with disabilities in Maine. Click here for <a href="#">CANDO workshops</a> and <a href="#">Parent to Parent Trainings</a>.</p>

Name of Organization	Contact	Services provided
		<p><b>Maine Family Voices</b>, the Maine chapter of the national organization has an emphasis on access to health/health related services for children with special health care needs. The major program goal of <b>Maine Family Voices</b> is the creation of a statewide Parent to Parent program.</p> <p><b>Parent-to-Parent of Maine</b> is a program offered through our <b>Family-to-Family Health Information Centers</b> funded by a Maternal and Child Health grant. We are families connecting families in similar situations so we may share experiences, information and support. Through a matching process we pair up parents of a newly diagnosed child with a trained, support parent who has a child with a similar disability or health care issue. This program is designed to help parents, who are just becoming aware of their child's diagnosis or are going through a transition, "learn the ropes" by providing them with information and support.</p> <p><b>Support Parent Training.</b> We will help prepare the experienced parent by providing information about the Parent-to-Parent program; the role of a support parent; some useful communication skills; and how to access resources. Mileage and a stipend are available for attending the training</p>
Maine Department of Human Services – Multi-Cultural Programs		<p>For a list of multicultural resources, click here  <a href="http://www.maine.gov/dhhs/oma/MulticulturalResource/community-religious.html">http://www.maine.gov/dhhs/oma/MulticulturalResource/community-religious.html</a></p>
United Way of Maine	<a href="http://211maine.org/unitedwaysme.asp">http://211maine.org/unitedwaysme.asp</a>	<p><b>United Ways of Maine</b>  <a href="#">United Way of Androscoggin County</a>  <a href="#">United Way of Aroostook County</a>  <a href="#">United Way of Eastern Maine</a>  <a href="#">United Way of Greater Portland</a>  <a href="#">United Way of Kennebec Valley</a>  <a href="#">United Way of Mid-Maine</a>  <a href="#">United Way of Mid Coast Maine</a>  <a href="#">United Way of Oxford County</a>  <a href="#">United Way of Tri-Valley Area</a>  <a href="#">United Way of York County</a></p> <p><i>Success By 6: Early Childhood Council is working toward four of United Way's Community</i></p>

Name of Organization	Contact	Services provided
<p>Success By Six is a program of the United Way of Mid-Coast Maine</p> <p>Language Access for New Americans is a program of the United Way of Greater Portland</p>	<p>Peter Lindsay United Way of Mid Coast Maine 34 Wing Farm Parkway #201 Bath Maine 04530</p> <p><a href="#">Dolgormaa (Dolly) Hersom</a>, Project Director LANA (Language Access for New Americans) United Way of Greater Portland 400 Congress Street, P.O. Box 15200 Portland, ME 04112-5200 207-874-1000 ext. 311</p>	<p>Goals.</p> <ul style="list-style-type: none"> <li>• All children enter school ready to learn and succeed.</li> <li>• The community supports healthy parenting skills.</li> <li>• Children are read to from birth.</li> <li>• There is high-quality, affordable, and accessible child care and early education.</li> </ul> <p><b>Language Access for New Americans (LANA)</b> aims to improve access to services for refugees and immigrants with limited English skills by improving the quality and increasing the number of interpreting and translating services in Maine. <a href="http://www.lanamaine.org/">http://www.lanamaine.org/</a></p>
<p>Broadreach</p>	<p>Ruth Southworth, Ex. Director 5 Stephenson Lane, Belfast ME 04915 207-338-2200 <a href="mailto:rsouthworth@brmaine.org">rsouthworth@brmaine.org</a></p>	<p><b>Broadreach Family &amp; Community Services</b> (formerly known as Waldo County Preschool &amp; Family Services) is a private, nonprofit agency. Our programs and services have been making a positive difference in the lives of children and families since 1983. We help children and families to develop the skills they need to lead healthy and productive lives. We share our knowledge and experience with child- and family- serving organizations across the state and nation.</p> <p><b>Early Childhood Education Services</b> <a href="#">Early Childhood Inclusive Program</a> provides early childhood education including emergent literacy skill building, and early intervention services to over 200 young children a year at licensed and accredited centers in Belfast, Unity and Searsport. <a href="#">PreK Program</a> provides early education experiences to children residing in the towns served by Waldo County school districts 3, 34 and 56. The program is offered in collaboration with the Maine Department of Education, the local school districts and Waldo County Head Start. <a href="#">MCCS Early School Program</a> provides a comprehensive preschool program for children 2 1/2 to 5 years old at inclusive early childhood centers in Rockland. <a href="#">Early Reading First-SPIRALS</a> implements multiple strategies to ensure that Waldo County children are entering kindergarten with the skills they need to become successful learners and readers. The three-year project is a collaboration of Broadreach Family &amp; Community Services, Waldo County Head Start and Maine School Administrative Districts 3, 5, 34 and 56.</p>

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