



National Center for
Families Learning



SUSTAIN and **GAIN**:

BLUEPRINT FOR A LONG-TERM, THRIVING FAMILY
LITERACY/PARENT ENGAGEMENT PROGRAM

Contents

Family Literacy and Parent Engagement A Blueprint for Educational Success by Sharon Darling.....	1
Sustain and Gain: Blueprint for a long-term, thriving family literacy/parent engagement program.....	3
Overview/Rationale	3
Crafting your message – Match your audience’s interests for greater success	4
Keys to success.....	4
Steps to showcase your program to key leaders and general public.....	6
Ideas for publicity	8
Templates/samples included	9
Tips on how to assess what you request of key contacts	9
Audiences to target for support.....	10
General messaging to use	10
Peers, programs are great resources.....	12
Sample media advisory	14
Sample media release.....	15
Draft letter to the editor:.....	17
Checklist for program sustainability	18
About the National Center for Families Learning.....	20
About Toyota	20

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Family Literacy and Parent Engagement

A Blueprint for Educational Success by Sharon Darling

A critical component of educational excellence is parental engagement. Schools across the country are struggling with how to get parents to even come through the door, much less be truly involved in their children's education. It is particularly difficult for adults who didn't have good experiences when they were students or those who are unfamiliar with the U.S. education system. But a model for true parental engagement does exist, and it's been evolving and innovating for 30 years – family literacy.

It is the most important step communities and schools can take to help parents leverage their important role into meaningful change and improvement. There are some who believe striving for parental involvement is too difficult a task and that parents are not interested in being involved in their children's education. This is far from the truth.

There are thousands of family literacy sites across the country where parents come to their children's school on a daily or weekly basis, and nontraditional adult populations are taking on school leadership roles. The family literacy model has transformed lives. For the last 30 years, the National Center for Families Learning has worked to create, duplicate and innovate model laboratories of learning in communities across the entire country. Multiple generations have come together to learn, and the benefit extends not just to the adult or child but is magnified to include the entire family and community.

Millions of families have improved their educational and economic attainment through family literacy. These families and children face some of the biggest hurdles to improving educational outcomes; and yet, the family literacy model we deploy is producing dramatic results. National research verifies the success of family literacy priorities and programs:

- A mother's reading skill is the greatest determinant of her children's future academic success (National Institute of Child Health and Human Development).
- Children who have parents who help them learn to read score 10 points higher on standardized reading tests (NCFL research).
- NCFL's work with Hispanic/Latino and other immigrant families in 30 cities through the Toyota Family Literacy Program experienced extraordinary outcomes in English language and literacy development, parent involvement and engagement, literacy behaviors at home, and school-related attitudes (Teacher Report of Student Performance, Place-based Family Literacy Programs).
- Children who attend family literacy programs have been shown to attend, on average, 16 more days of school each year (Detroit Family Literacy Programs).

In short, children whose parents participate in family literacy programs simply succeed in school. The proven track record is here. The question then becomes: How do communities and schools effectively implement family literacy, especially during challenging budget times? Here is what we've learned.

First, public and private partnerships should be leveraged to develop approaches that work and can be replicated. Private resources present the best opportunities to fuel innovation. Seed money from private sources encourages collaboration, which is often a game changer. As one example, Toyota has invested over \$50 million to create program sites and has supported NCFL to establish best practices in programs all across the country. Those programs have reported leveraging more than \$350 million--seven times more than Toyota's investment --in additional funds to sustain and expand family literacy. Why? Because these schools and communities have witnessed first-hand that educational achievement pays for itself. And how? A larger tax base occurs when fewer people are unemployed or underemployed.

Second, existing resources must be focused on a family approach to education for all families and including Hispanic and other immigrant learners nationwide. Programs to help parents gain basic academic and English skills in the context of helping their children are proving to be very successful, with high participation among parents and promising results.

Third, strategies must be developed to increase parental leadership in schools and communities. Parental involvement is a key predictor of a child's success. However, parents who have less education are more likely to find schools intimidating. Taking the time for a personal phone call or visit can make all the difference in engaging parents. Communication is the start toward comprehensive parental involvement. Ongoing communication and teamwork between teachers and parents result in students who are continuously motivated and supported in their education.

Fourth, family literacy should be incorporated into existing services. Educational efforts should embrace an intergenerational approach by connecting family literacy to all child-serving agencies. By taking these steps, parents will become more active in their children's education, and a successful 21st-century community and work force will result.


President and Founder

Sustain and Gain:

Blueprint for a long-term, thriving family literacy/parent engagement program

Overview/Rationale

As obtaining education funding becomes increasingly competitive, family literacy programs must communicate their message of success to receive public and private funding and support. Individuals, organizations and government can't fund programs they don't know about and won't fund programs that can't demonstrate proven results.

This document will help programs develop strong, long-lasting partnerships that will sustain their efforts.

The message of family literacy must adapt and reframe itself to respond to – and anticipate – funding trends and hot issues. For example, family literacy is one of the most successful models for truly achieving meaningful parental involvement and engagement. However, programs don't always use those terms when describing what they do.

Parental engagement is a key issue in education policy circles, so family literacy should tout its record in this area and thereby align itself with the agendas of the school districts and other community organizations. It is wise to have terminology evolve to fit the hot topics of the time and demonstrate the relevance and importance of your program. Including the term parental engagement may be more persuasive and/or familiar in reaching certain potential funders.

Another theme that has gained increasing importance is the use of technology to engage families – from bridging the technological divide to Internet safety to workforce readiness. Intergenerational learning is an important component to all those technology issues, and family literacy has long had a strong technology component in many programs. Again, raising awareness of how family literacy meets those needs is critical.

This document outlines planning and execution steps and considerations for programs to explore as they expand and reinvent their sources of funding. Planning and preparation will enhance the likelihood of identifying and attracting new sources of support.

Like any new, large project, setting the course for sustainability can seem overwhelming. Change – especially when it comes to something as essential as funding – can be scary. But with planning and access to best practices, success is always within reach.

Crafting your message – Match your audience’s interests for greater success

- Successful messaging includes statistics and anecdotes. Use statistics to prove your point and validate allocating precious resources to family literacy. Family stories/anecdotes will put a face on the issue and tug at the heartstrings. The information must appeal to head and heart to reach a variety of people, and the emphasis might vary by audience. For example, with educators, you may want to rely more on the hot button issue of parental engagement as it relates to student achievement. With policy-makers, you might want to focus more on creating an educated workforce that contributes to the tax base and reduces the future need for costly social services.
- Family literacy is a proven recipe for success based on best practices nationally. (See messaging information below.)
- Family literacy is proven success right here in our community:
 - Include statistics about student performance and attendance, increased literacy of parents, increased parental engagement in schools.
 - Include statistics about need – census information on education, poverty and local National Assessment of Educational Progress (NAEP) and National Assessment of Adult Literacy (NAAL) statistics.
 - Include community demographics that demonstrate the need for services.
 - This is where a “gap analysis” could be considered. Who is already doing what and how does this support your efforts as you build family engagement services in your community? This will also tell you what is missing and what needs to be filled through your services.
- Avoid acronyms and education jargon and translate test score gains into meaningful benchmarks and achieved goals for the layperson to understand.

Include quotes from parents who can provide a personal story of how the program has impacted their families to make the appeal more compelling and put a face on the issue.

Keys to success

Competition for local, state and federal funding as well as private dollars is extremely strong. Never has demand been so great and resources so scarce.

Programs must communicate the benefits they provide to the community and the value of services provided before, during and after they seek funding. Here are some key components to achieving success in securing funding:

- **With private funding, it is important to have champions of your cause in the community you are targeting for funds.** Peer-to-peer solicitation is most effective and can open doors to which individual educators might not have access. For example, a bank president who is chairman of the chamber of commerce will have more success getting business leaders to visit your program and ultimately donate to it. Going hand-in-hand with this approach is the awareness of the priorities of those leaders and how family literacy can help the community achieve those goals. The National Center for Families Learning’s (NCFL’s) Washington lobbyist works closely with NCFL staff to provide current public funding streams that support family literacy/engagement, which is available. Note: Family

literacy programs should check with their school district or sponsoring agency in advance of pursuing donors, if applicable, because some districts/agencies coordinate efforts to prevent individual schools from contacting certain companies that make large donations to the district as a whole.

- **Involve staff/central office from beginning to keep them updated.** Along with your families, educators are the most critical component of your success and can be the best ambassadors of the program. Don't assume those outside the program know of the great work you are doing. Communicate your program's success because you will have the added benefit of increasing morale among family literacy practitioners. They will feel more appreciated when the story is being told about how they support family engagement.
- **Seek partners/people for an advisory group who are decision-makers rather than those who report to decision-makers.** It saves time because the decisions can be made at the table. And, it is more effective for decision-makers to see your results first-hand and to have buy-in personally. Finally, it is a great way to establish relationships with people and organizations before making a funding request. Make friends before you need them and prepare your advocates with a common elevator speech – a quick, compelling summary of your program and issue that could be delivered in the time it takes to ride an elevator. Sometimes all you have is a minute to make a positive impression.
- **Know your audience.** The local area chamber of commerce will be concerned about economic development, businesses will be concerned about workforce development, and school districts will be concerned about student achievement and parental engagement.
- **Follow up is crucial. Find ways the program can help other organizations support the clients they serve or ways to jointly achieve each respective organization's mission. In other words, what's in it for them?** Once key targets have been invited to and visited the program, you must make a specific request. The opportunity is wasted if you don't ask a policymaker, elected official, community leader or potential donor for help and give him/her specific ways to do so. It could be supporting public funding by contacting a legislator or writing a letter to the editor. Or, it could be writing a check or helping open doors to a community foundation or philanthropy. Peer-to-peer contact is important and effective.

Soliciting funds by letter is easy but not always most effective. It's easier to ignore a letter than it is a face-to-face request – especially if the request is made by someone who has a relationship with the potential donor. Direct contact is best.

- **Celebrate any support your program receives and honor the responsible people or organizations:** It's easy to set a time for your supporters to come to your program and get a "personal" thank-you from both staff and program attendees. In addition, families could write personal thank-you notes and/or create gifts they have made as part of a family literacy lesson. As an example, families in a Louisville, KY, program made baskets from recycled newspaper for Dr. Toyoda, the honorary chairman of Toyota Motor Corporation, who came from Japan to visit a program. Those baskets were part of a lesson on environmental stewardship, which is a top priority for the Toyota Corporation. Akio Toyoda, his son, visited a program in Las Vegas, NV, and participated in a similar lesson with parents and children at a Toyota program site. This was an excellent way to recognize and acknowledge an issue of importance to a major funder.



- **Ongoing communication is a must within school systems/agencies, key contacts, and the community.** People are bombarded with information, so keep your communications short but frequent so they are reminded of the good work you are doing. Don't assume your own district or agency leadership knows about your program success, particularly when there is change at the top level. Also, communicate that you are all in this together for the good of families and the community and that you are equal partners.
- **Communicate your results effectively and demonstrate tangible impacts.** How is family literacy/parent engagement improving the family unit, the school, the community, the work force, the tax base? Use statistics and compelling personal stories to make your communication memorable and try to appeal to people based on whether they are the type of person who responds to a statistical or an emotional appeal. Talk about the needs that exist in the community and then how family literacy can meet those needs.
- **Convey that an investment now will yield savings and results in the long term.** Determine if you can state that the program, in the long term, is "budget neutral." This term describes a way of easing concerns about further government spending – by investing more up front and considering that savings will result in the long term. The tax base will be strengthened because more highly educated people make more money, are more educated and active voters, pay more taxes, spend more in the community..... and rely less on social services.

Steps to showcase your program to key leaders and general public

Communicating, fund-raising and building community awareness and support must be planned thoughtfully. Here are some steps to take to begin the process:

- **Develop a database specific to your needs** – a larger one for e-newsletters that can be broken into subsets for smaller, more targeted communications, such as invitations to events. Ask the school district or agency to share its database, or if that is not possible, ask if the district or agency will send out information on your behalf. Faith-based organizations are also good sources to include information in their programs. Consider 12 messages/success stories/updates that can be conveyed – one for each month. However, make sure those newsletter items relate back to the three to five core messages that are your strongest.

- **Plan an event designed to showcase your program** – it must be something newsworthy and with good visuals (announcement of program results, ribbon-cutting for new site, donation of books/computers to the program, a graduation ceremony, dignitaries visiting program/interacting with children). If you invite individuals to speak, you are more likely to ensure their attendance, and they will have to learn about your program in advance of the visit. Also be aware of maximizing their time. Let them know in advance that it will only take a certain amount of time and stick to it.



- **Invite audiences who meet the needs of/support your program:** Who is invited will vary from program to program/city to city. Frequent guests include elected officials or their representatives from the Mayor's office, city council, Congressional office, superintendent and school board, community partners, foundations, corporations interested in education, chamber of commerce, and others.
- **Invite media** Contact your school district's (or agency's) media relations director as a first step in engaging that person to being a strong supporter. Let him/her know that you are trying to raise the profile of the program and are seeking media attention as a first step in attracting supporters and private funding. The media relations director can help provide a media list; give tips on how to approach the media; provide times/dates that work best for the media's schedule; and determine that the event does conflict with other district/agency events; help plan logistics in terms of what type of setting would be best for the event, what equipment is needed for TV and radio in terms of sound system, etc.; and give advice on how much notice media require. Typically, a media advisory is distributed a day or two before the event to alert and invite the media. It contains brief information – who, what, when, where and why. A news release, which contains more detail, is distributed at the news event to reporters in attendance and via email afterward to reporters who could not attend. The media relations' director may distribute that information for you or give you the media list. The media advisory and news release should not be sent as an attachment. Rather, the information should be cut and pasted into the body of the email. This is because some TV stations have different computer systems. In addition, it's always best to eliminate the number of steps a busy journalist has to take to get your information. Templates/samples of materials for the media are included in this guide to help you. Provide success stories with news releases including contact information for the students. Reporters who have basic information may be encouraged to write a story when some of the legwork has been done in advance.

- **Follow up individually with key contacts:** The event sets the stage for you to ask those invited leaders to support your program. Key contacts can be ranked by priority and follow up done through personal visits or letter. The highest priority should receive a thank-you letter, any follow-up information you want to include, and a phone call to arrange a meeting to ask for their leadership/financial support/assistance in opening doors to policymakers or other funders. But it is important to thank all your contacts in some kind of way.
- **Create a video of success stories:** With the latest affordable technology, you can create high-quality videos that tell a compelling story of your program that can be posted online through the district/agency website and Youtube. A link can be emailed through the newsletter and other communications to key supporters and potential funders. Video is the next best thing to getting people to tour your program because video is much more effective than the printed word in motivating people to take action.



Ideas for publicity

Media need a reason why your program is news and why it should be covered now. It's often called a "news peg" or referred to as timeliness. Anything that ties into a national trend or an event with notable leaders or good visuals can be used to create a news peg. Examples include:

- Announcement of program results and/or the celebration of an anniversary – 10 years of the program, etc.
- Ribbon-cutting ceremony for a new site
- Donation of books/computers to the program
- Graduation/awards for accomplishments
- Ceremonies for all special accomplishments
- Dignitaries visiting your program and interacting with children and parents
- National Family Literacy Day Celebrations
- A national report on things that tie into the families you serve (A Pew Hispanic Center survey on rising percentage of kindergartners who are Hispanic, a report on adults who do not have a high school diploma or GED, a workforce study on immigrants being unprepared for the workforce, etc.)

Templates/samples included

- Media advisory
- Media release
- Letter to editor
- Assessment checklist

Tips on how to assess what you request of key contacts

- Research past donations from individuals, corporations and foundations in your community. Match your message to the funder's interest. Different funders will have different goals so look for the parallels between your goals and theirs. Researching this kind of information will also ensure that the organizations you are seeking to partner with truly understand your mission and their role in your mission. Also, research the funding level request so you don't ask for too little or too much.
- **Create ongoing communication** through e-newsletters, Web sites, annual reports to the community, events for National Family Literacy Day (NFLD), social media including blogs, Facebook, Twitter, and letters to the editor, . Keep an eye out for national trends and how your family literacy program addresses those trends. Then you are ready to call or email reporters with your story idea.
- **Always keep your school district/agency staff in the loop of all information and make certain the communications director in the loop:** There are so many programs and projects undertaken in each district/agency that it is very important to have a continuous exchange of information with your leaders, which will better support your efforts as well as incorporate your successes into their communications, as they highlight key achievements throughout the district.



Audiences to target for support

- Potential partners who can provide volunteers, learning opportunities for families, space for programming, publicize your efforts to those they serve and help in many other ways (community-based organizations, libraries, social service organizations, museums, after school groups, volunteer organizations, professional organizations, the YMCA, the Salvation Army, community colleges and universities, immigrant organizations, United Way, child-care providers, etc.)
- Potential funders (corporate foundations, business leaders, large corporations, charitable foundations)
- General public
- Media (education reporters, features columnists who cover families and/or immigrants, community reporters, local editor, publisher, television reporters/general managers)
- Prominent community bloggers/social media voices
- Education community/advocates (superintendent, statewide education organizations, community colleges and universities, union leaders)
- Libraries
- Faith-based partnerships
- Community leaders
- Policymakers/elected officials

This is not an inclusive list. Please consider other sources of funding/support that might be unique to your community.

General messaging to use

A mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income. (National Institute of Health, 2011)

- Children whose parents are involved with them in family literacy activities score 10 points higher on standardized reading tests (National Center for Family Families Learning - formerly National Center for Family Literacy, 2006).
- Children spend five times as much time outside the classroom as they do in school, so parents and caregivers must be equipped to support their learning, according to Jim Trelease, author of *The Read-Aloud Handbook*.

- Parental involvement is directly tied to performance — 15-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in Program for International Student Assessment (PISA) in 2009 than students whose parents read with them infrequently or not at all.
- In the Denver Public Schools, CO, where family literacy programs were implemented, TFLP students consistently outperformed the remainder of the school's population on the Developmental Reading Assessment (DRA 2), in some cases by a very wide margin.
- On the Colorado Student Assessment Program, significantly more children of family literacy parents scored proficient on the test than comparison students not participating in the program.
- In the Shelby County, AL, family literacy program researchers compared the annual progress of students in the family literacy program and those not in the program using their standardized measure of language acquisition. Scores showed that 72 percent of students in the TFLP met their performance objective while 60 percent of non-participating students made their objective. Forty-seven percent of TFLP students scored proficient in language acquisition compared with only 23 percent of nonparticipating students scoring proficient. (Meta-Analysis of the Studies of High Performing Family Literacy Programs, 2013)
- As part of the First 5 LA Family Literacy Initiative, and with support from the Family Literacy Support Network at the Los Angeles County Office of Education, CA, the American Institutes for Research (AIR) examined the achievement of the elementary school children who had participated in First 5 LA-funded family literacy. AIR reported reliably positive results for family literacy children, who out-performed the comparison groups on the California Standards Test in both English language arts and math for grades 2-5 combined, as well as on attendance. (Meta-Analysis of the Studies of High Performing Family Literacy Programs, 2013)

The reading score difference that is associated with parental involvement is largest when parents read a book with their child, when they talk about things they have done during the day and when they tell stories to their children. (PISA, 2009)

These are samples of types of results messaging gathered from multiple programs across the country and shared with their communities. This is the “type” of data about your program that you can use if available.

- Program children were rated an average 11.6 percent higher than comparison children on nine academic, social and behavioral indicators, including academic achievement, attendance, parental involvement, motivation to learn, relationships with classmates, classroom behavior, self-confidence, involvement in class activities and likelihood of future success.
- Students whose parents attended at least 1,000 hours of family literacy averaged an 8.4 percent gain in language arts and a 25.5 percent gain in math.
- Students in our family literacy programs show a 99 percent school attendance record.
- Our program exceeds state benchmarks year after year in adult education proficiency, preschool vocabulary and preschool alphabet knowledge.

- Adult outcomes show that parents made gains that were more than double the state reading proficiency benchmarks.

Children who entered kindergarten increased their English language skills at a rate of 2.5 times more than the federal benchmark.

School readiness data indicate that participation in the Family and Child Education (FACE) Program is successful in leveling the playing field for the neediest children.



- Strong gains are being made in places where students whose parents attended family literacy programs scored 19 percent higher on standardized tests than students whose families didn't participate in the program.

Peers, programs are great resources

The first and best tool for sustainability is something you already have – a tremendous program that is demonstrating results.

And, many of you already have made great strides toward sustainability. You can be the best resource about sustainability efforts to each other – what works best as well as what has limited return for the amount of work required. For those of you who are just beginning to explore new funding sources, this document and your peers can help be a blueprint of success for your community. You already share best practices for teaching and reaching families. By sharing and utilizing best practices for sustainability, you will gain:

- Resources to serve your families
- Better coordination of efforts
- Greater organizational capacity
- Better management of resources
- Access to additional funding and/or services
- Better networking opportunities
- All leading to greater learning capacity
- A win-win-win for families, the organization and the community



All these lead to greater learning capacity – and a win-win-win for your families, your organization, and your greater community!

Sample media advisory

MEDIA ADVISORY

Date

MEDIA CONTACTS:

Local contact

Organization

Phone number

Friends of Reading Holds Graduation Ceremony For Family Literacy Participants

WHO: Friends of Reading, xx family literacy participants

WHAT: Graduation ceremony for parents and children who have completed classes for a GED, in subjects such as ESL courses, early childhood education, parenting education, parent and child activities, and computer-literacy instruction

WHEN: 10 a.m., Tuesday, June 1, 2010

WHERE: Washington Elementary School

Library
2321 Washington St.
Centerville

WHY: Graduates of Centerville's Family Literacy Program are overcoming obstacles faced by an estimated 34 million adults in the United States who have such limited literacy skills that they are crippled to participate in society as wage earners and parents. In turn, millions of children are affected in many ways – from living in poverty to literacy problems of their own.

Sample media release

MEDIA ADVISORY

Date

MEDIA CONTACTS:

Local contact

Organization

Phone number

Director of Communications

Local Program

Phone Number

Centerville Family Literacy Program Gives Families New Opportunities *Mayor Joins (Complete) Celebration*

CENTERVILLE – Mayor Joe Smith joined the Friends of Reading today at Washington Elementary School to raise awareness of local literacy problems and success stories.

Smith talked to parents enrolled in Centerville’s Family Literacy Program who are now better equipped to find jobs and help their children with homework. He also read to children who are participating in the program.

“Statistics show that a family that reads together, succeeds together,” Smith said. “And these families here today are taking that first step toward success – for themselves, for their children and our entire community.”

Friends of Reading, a family literacy program that serves 60 families in Centerville, is based on the program model developed by the National Center for Families Learning (NCFL). NCFL is the worldwide leader in family literacy with programs across the nation that have impacted millions of families and trained more than 150,000 people.

“We know that the strongest predictor of a child’s academic achievement is the level of educational attainment of the parent,” said Jane Jones, the program’s administrator. “This unique program provides a multigenerational approach centered on the knowledge that parents and children will achieve their greatest potential together through quality literacy programs.”

In our County, 120,000 people – 27.4 percent of the working age population – have literacy deficiencies ranging from problems filling out a job application to difficulty with higher level reading and problem-solving skills. Statewide, that number is 1 million – or 40 percent.

“When adults have trouble filling out a job application, reading a note from their child’s teacher or following written instructions from the doctor, a family’s economic stability, health and well-being are threatened,” said Sharon Darling, president & founder of the National Center for Families Learning, a worldwide leader in family literacy. “That’s why the entire family must

participate in literacy programs to create a lasting and meaningful change.”

The Centerville program focuses on include your program focus.

Research proves that the family literacy model has been successful in achieving impressive results for children and adults, including:

- Adults have made significant literacy gains with 54 percent improving literacy scores by at least one level. This has contributed to an improved understanding of basic oral and written instructions in English, reading a note from a teacher, setting up a doctor’s appointment and displaying basic computer literacy skills (word processing and sending e-mail);
- Children in the program exceeded peers in such areas as academic performance, motivation to learn, attendance, classroom behavior and involvement in classroom activities;
- 92 percent of parents state they are better able to help their child with homework; and

[Sentence or two here about a participant, when and why he/she joined the program.]

“Quote from participant,” participant said.

Draft letter to the editor:

All too often, we read about the problems in education. But there are programs yielding tremendous results. The [name of family literacy program] is one. It is transforming lives of multiple generations.

Started in [year], we have [give example of a family here and/or some statistics that are above the local/state average., number of families served, details on a waiting list if there is one, etc.]

This is the xx anniversary of the program, created through the help of the National Center for Families Learning and [list key funder]. And we continue to receive support from this initiative through professional training and access to the latest and best practices.

We are proud to be transforming lives here in [name of city].

Name

Title/organization

Address

Daytime phone number

Checklist for program sustainability

This checklist incorporates the Keys to Success mentioned in the Program Sustainability guide. For each item, check your level of involvement, select staff you can assign to this task, record resources you will need, decide on collaborators you may involve, and assign a due date to accomplish the task.

In my role in our family literacy program, I...	I feel good about this practice	I need to work on this	Person assigned to this	Resources Needed	Potential Collaborators	Due Date/Ongoing
Have champions in the community that help us promote our program.						
Involve program and central office staff from the beginning and keep them updated.						
Pick individuals for our advisory group that are decision-makers, rather than those that report to decision-makers.						
Always follow-up meetings with a hand-written note to show our appreciation.						
Celebrate any support our program receives and honor the responsible people or organizations.						
Maintain ongoing communication within the school system, with key contacts, and with the community.						

Communicate our results effectively and demonstrate tangible impact to stakeholders.						
Develop and maintain a database designed to meet our needs.						
Plan regularly scheduled events designed to showcase our program.						
Invite audiences who meet the needs of and support our program:						
Invite a wide variety of media contacts on a regular basis to keep our program in the limelight.						
Research potential donations.						



About the National Center for Families Learning

The National Center for Families Learning (NCFL) is a national nonprofit organization dedicated to eradicating poverty through education solutions for families. Partnering with educators, literacy advocates and policy-makers, NCFL develops and provides resources from the classroom to the community that empower and raise families to achieve their potential. For more information on NCFL visit FamiliesLearning.org.

TOYOTA

About Toyota

Toyota (NYSE:TM) has been a part of the cultural fabric in the U.S. and North America for more than 60 years, and is committed to advancing sustainable, next-generation mobility through our Toyota and Lexus brands. During that time, Toyota has created a tremendous value chain as our teams have contributed to world-class design, engineering, and assembly of more than 38 million cars and trucks in North America, where we have 14 manufacturing plants, 15 including our joint venture in Alabama (10 in the U.S.), and directly employ more than 47,000 people (over 36,000 in the U.S.). Our 1,800 North American dealerships (nearly 1,500 in the U.S.) sold 2.8 million cars and trucks (2.4 million in the U.S.) in 2018.

Through the Start Your Impossible campaign, Toyota highlights the way it partners with community, civic, academic and governmental organizations to address our society's most pressing mobility challenges. We believe that when people are free to move, anything is possible. For more information about Toyota, visit ToyotaNewsRoom.com.



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Families Learning

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