

While many Cambridge organizations support parents in different & important ways, these agencies / programs have a more explicit focus on parenting itse

PARENTING EDUCATION AND FAMILY SUPPORT

AGENCIES	Programs	Description / Target Audience
Center for Families (CFF)	Parent support groups & education workshops	Families with children ages 0-6
Families First	Parenting Programs & Professional Trainings	Parents with children of all ages
Parents Forum	Parent workshops around effective communication	Parents with children of all ages
Parents Helping Parents	Parental Stress Line & Parent Support Groups	Parents with children 18 and under

PROGRAMS	Agencies	Description / Target Audience
Let's Talk Campaign	Agenda for Children Literacy Initiative (AFC)	Home visits & workshops for families with children 0-8
Pathways to Family Success	AFC, CFF, CCRC, CLC	Wrap-around support/literacy program for families with young children
Family Support & Stabilization Services	Cambridge Family and Children's Services	Workshops & in-home services for DSS- involved / at risk families
Baby Lapsit	Cambridge Public Library	Weekly one-on-one program for parents with infants
Home-Based Early Childhood Education Program	Cambridge Public Schools	Weekly home visits for parents with children 15 months – 4 years old
Playgroups	CFF, Child Care Resource Center (CCRC)	Weekly sign-up / drop-in playtimes for families with young children
Family Literacy Classes	Community Learning Center (CLC)	Integrated parenting curriculum class for ESL parents with children
Healthy Families	Guidance Center, Inc.	Intensive home-based services for first-time parents ≤20 years old
Intensive Family Services	Guidance Center, Inc.	Home-based clinical & support services for DSS-involved families

PARENT AND FAMILY INVOLVEMENT (SPECIFICALLY RELATED TO EDUCATION AND SCHOOLING)

Family Engagement Initiative	Agenda for Children Out of School Time Initiative	Parent workshops for families with children in after-school programs
Family Liaisons	Cambridge Public Schools	Individual support, workshops, resources & connections to schools for families with children enrolled in CPS
Title I	Cambridge Public Schools	Parent workshops & parent/child activities
Parent Nights / Events	Community Partnerships for Children / Preschools	Family engagement & home reading activities for families of preschoolers
Parent Resource Center	Head Start	Workshops & computer lab for Head Start families & community

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AGENDA FOR CHILDREN LITERACY INITIATIVE Fiscal Year 2008

MATERNITY WARD VISITS

- Exactly 800 visits
 - 332 English-speaking mothers
 - 139 Spanish-speaking mothers
 - 269 Portuguese-speaking mothers
 - 45 Haitian-Creole speaking mothers
 - 15 mothers who spoke another language
- 800 books + *Let's Talk* bags and washcloths distributed



LITERACY HOME VISITS

- 129 visits
 - 23 visits in English
 - 21 visits in Spanish
 - 1 visit in Portuguese
 - 24 visits in Haitian-Creole
 - 60 visits in another language (Amharic and Bangla)
- 387 books distributed + 129 *Let's Talk* bags & bibs



BORN TO READ BAGS

- 886 Born to Read packages distributed
 - 3,544 board books distributed (4 per package)
- 112 additional books redeemed at the Public Library



TALK WORKSHOPS & READING PARTIES

- 39 Talk Workshops and Reading Parties with 401 parents and children

LITERACY TRAININGS

- 8 *Let's Talk* Literacy Trainings with 143 participants

PATHWAYS TO FAMILY SUCCESS

- 46 events with a core group of 15 parents and 30 children

BOOKS DISTRIBUTED

- 6,902 books distributed to Cambridge families with young children



Agenda for Children Literacy Initiative *Let's Talk* Participant Outcomes

Outcome surveys from the 2007-2008 Literacy Home Visits, Talk Workshops and Reading Parties demonstrate that a diverse group of parents and caregivers are greatly benefitting from their participation in the Agenda for Children Let's Talk program. These data are being collected and analyzed on an ongoing basis.

*Literacy Home Visits:*¹

- **93% of parents** reported that they had **changed the way they talk** to their child, with 43% reporting that they had changed "very much." The percentage of parents who were "very aware" of why it is important to talk to children increased from 43% to 93%.²
- **80%** reported that they had **changed the way they read** to their child, with 53% reporting that they had changed "very much." As with talking, the percentage of parents who felt they knew "a lot" about what to do when reading with their child **increased from 38% to 93%**.³

Talk Workshops:

- When parents were asked **how aware** they were of the importance of talking to their children *before* the workshop, 34% (n=64) reported being 'very aware.' Asked how aware they were *after* the Talk Workshop, 93% (n=61) reported being 'very aware' – **an increase of 59%**.⁴
- Among Talk Workshop respondents, 66% (n=72) had never been a similar activity, which indicates a need in the community, and 93% of them said they would recommend the workshop to a friend.

Reading Parties:

- Asked how much they felt they knew about reading to their children, 32% (n=109) of Reading Party participants reported they knew 'a lot' *before* attending the Reading Party, compared to 88% (n=112) following it.⁵
- **Over 90%** of parents were able to correctly respond to knowledge questions and name specific reading techniques they learned at the workshop.
- Over half of the participants (n=112) had never been to an activity where they learned about reading to children, and **98% of them would recommend** the workshop to a friend.

Participant Quotes

"I didn't think that you should start reading to babies so soon, before the home visit. After the home visit, I realized it was not too soon to start reading and the baby is very enthusiastic about it."

"Now I feel I have a purpose when I talk to her. **It's changed all my mind.**"

"Before the visit, I think the baby not understand. But after the visit, I talked about everything – like flowers, trees, cars, and bubbles."

"Before, I was not showing her the **colors, pictures, everything**, like what water looks like. Now I do."

"I talk more now. As we walk around town, I talk about what we're seeing and doing."

"I always explain what I am doing even if she cannot understand. **I know it's important** to help her develop."

¹ Data from a sample of 30 parents surveyed in a 1-3 month follow-up phone interview in 2008

² Using McNemar's test, these results are significant at the 0.001 level

³ Ibid

⁴ Ibid

⁵ Ibid