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ABSTRACT

The Family Literacy Project at the Dr. Charles E. Gavin School in Chicago Heights, Illinois, brings together a community college adult education program, an early childhood program, and a local school district. This report of the Prairie State College Family Literacy Project assesses the needs for family literacy among the families in the Gavin School neighborhood. Goals were to document the nature of the community, determine the interests and perceived needs of adult family members, empower the community members, and raise awareness in the community of the program and recruit participants. Emphasis was on data collection and this report reflects that focus. The majority of families in the area were found to be African American and Hispanic, to have high rates of high school dropout parents and teenage mothers, to have lived in the area an average of 12 years, and to have relatively low levels of parent involvement in the schools. Parents and teachers differed on types of activities perceived to be needed for parents, with teachers ranking the need for parenting skills highest. Additional demographic data are reported and the survey form and responses are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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GAVIN FAMILIES

A REPORT

PAUL NEUFELD WEAVER

AND THE STAFF OF THE

FAMILY LITERACY PROJECT

PRAIRIE STATE COLLEGE

SEPTEMBER, 1991

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A debate is raging today across the United States about the state of our public schools. Are we doing the best we can to teach our children? What are we, teachers, parents, administrators, doing wrong? What are we doing right? This report is part of an effort to answer those questions at one school on the east side of Chicago Heights: Dr. Charles E. Gavin School. This effort has brought together educational institutions which often have no more to do with each other than to pass along students from one level to the next. A community college adult education program, an early childhood program, and a local school district have put together a program which works to educate the whole family, bringing the family together for learning, and bringing education back to its most fertile soil, the home.

"Gavin Families" is the result of our participation in the Family Literacy Program Development and Evaluation Project over the last six months. Through the funding and technical assistance of the Illinois Literacy Resource Development Center, we were able to collect detailed data about the needs of families in the Gavin community by talking to and surveying teachers and parents of children at the school. We found that parents want and need a program that offers not only standard adult education classes such as GED and ABE, but also parent support groups, typing and word processing classes, computer workshops, jazzercise, activities to build self-esteem, and parent-child interactive learning.

We also found that Dr. Gavin school is a place that parents value and feel at home in. I invite you to study this report and share with us your ideas about how the Family Literacy Project can better serve the Gavin community. Come to Dr. Gavin School, and as families, let's empower ourselves through learning!



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REPORT 4

## GAVIN FAMILIES

Report of the Prairie State College Family Literacy Project on a project to determine the needs of parents in the Dr. Gavin School community funded and resourced by the Illinois Literacy Resource Development Center, February - September, 1991

September 20, 1991

Prairie State Family Literacy(a description)

We are a cooperative effort between Prairie State College(a community college), Chicago Heights School District 170, Park Forest and Chicago Heights School District 163, and the South Metropolitan Association's Family Enrichment Project. Within those institutions, our project specifically links PSC's Adult Education Department, 170's Pre-Kindergarten(3-5 year olds) and Dr. Gavin School(K-6th grade), 163's PREP(3-5) and SMA's FEP(0-3).

Our primary focus in services is adult education classes: Adult Basic Education(pre-GED) in both English and Spanish and English, as a Second Language(ESL). ESL and ABE are both offered as day or evening options. We also pay for our parents' tuition for college level credit classes in keyboarding and wordprocessing as a transition into college-level work. Free transportation and free child care is provided for all day-time classes. In coordination with the Family Enrichment Project we have provided Jazzercise and plan to provide parenting classes in both English and Spanish. Please see below for new Parent and Child Together(PACT) activities. Please see the attached chart for full description of services provided.

Our goal is to create a home environment which nourishes literacy in all members of the family.

Eligible for our program are all adult family members of 0-3 and 3-5 at risk programs in school districts 163 and 170, and K-6 at Dr. Gavin School. Currently, primarily mothers are involved. Gavin School: 35 out of 385 children(Spring, 1991), Garfield School: approximately 100 parents out of 60 pre-k children, 54 PReP children, and 120 FEP children. Keyboarding and Word Processing would include approximately 40 additional from all programs. (These numbers are estimates as we are still in the process of fall registration, included are spring, summer, and fall, 1991.)(Fall, 1991 registration in all classes has just passed 100. I would estimate that by October 30 we will have about 140 adults participating out of 619 children in the program. We do also admit parents of children who are on a waiting list and will probably be in the program this year.)

(Something we still have not done is compile exact numbers for every semester of participation in every activity and from each program.)

It seems that we are constantly changing and adding to what we do. Since the initiation of the evaluation project in February, we have added the following "family workshops" which are parent and child together activities:

March: Family Computers using Logo software in "The Computer as an Intellectual Development Tool"(March, May, August) included training of instructors who then taught parent/child class.(children 8-13 and parents)

July: Family Story Time(Cuentos Infantiles) parent child summer reading program at two public libraries, included day/night and Spanish/English options. Included trips to children's bookstores and to a children's play.(children 3-10 yrs old and their parents)

August: Parent/child play group-structured play time emphasizing pre-literacy skills and parent/child interviews.

THE EVALUATION PROJECT: "An Assessment of the Educational Needs of families in the neighborhood of Dr. Charles E. Gavin School on the east side of Chicago Heights, Illinois."

As a result of being selected to participate in the ILRDC (Illinois Literacy Resource Development Center) evaluation project, we developed the following plan. The ILRDC team made two site visits and numerous phone consultations and correspondence, through which a plan was developed. Particularly significant was the dialogical nature of this process, with the ILRDC team's role being to listen carefully to our responses to their questions, then to put that in writing, along with suggestions for the next step. We then read, processed, and responded to that, which was then followed by a repeat of the process. Also important was inclusion of parents and part-time staff, as well as the project coordinator in the process.

Following is a summary of the different steps in the process: goals, instruments, administration, data, conclusions and recommendations, and next steps.

#### The Goals of Our Evaluation Project

Our evaluation project focused on assessing the needs for family literacy among the families in the Dr. Gavin School neighborhood. This was chosen to facilitate the development of a new program to provide family literacy services to this community. In November, 1990, the Illinois State Board of Education had asked our project to expand our family literacy focus from families of 0-5 year olds to include K-6th grade families at Dr. Gavin School, part of the accelerated school network.

Our evaluation project has four goals:

1. Document the nature of the community. This is census-type information, or demographic information, including the following:

- number of adults and related children in the area
- number of above eligible for our program
- ages, cultural identity, and gender
- educational level of adults and reason for leaving school
- general literacy level of adults and children
- economic status of the families

This information will be gathered from school records, census data, etc. Upon consultation with the ILRDC team, it was determined that this would not be the primary goal of our needs assessment. However, this information is still important to collect and consider in order to properly understand the community and its needs.

2. Determine the interests and perceived needs of the adult family members of children enrolled in Dr. Gavin School; specifically, needs which might be met through the family literacy program.

This was the heart of our effort. Through the evaluation project process, the ILRDC team helped us decide that this was the primary goal, and should be the focus of our survey.

3. Empower the community members through the process of involving them directly in the design, development, and implementation of the survey, the hiring of staff, and of the program itself.

4. Raise awareness in the community of the program and recruit participants

through the process of conducting the survey.

The consulting team recommended that goals 3 and 4 be secondary goals, so that we could better focus on the actual needs assessment(goal 2). However, with the goals of the larger program in mind, we made an effort to incorporate these two goals into the design and conduct of the surveys as much as possible.

qu The guiding questions are "In what ways are Gavin parents already involved in adult education, in the Family Literacy Project, in Gavin School, and in the education of their children?" and "What should the Family Literacy Project be doing in the Gavin community?".

#### Design of the Surveys

It was determined that we would do two surveys; the first would be given to all the teachers at Gavin School, and the second to 30-40 randomly selected families of children at Gavin school. A meeting in December, 1990, between Paul Weaver, FLP coordinator, Yvonne Robinson, Gavin Principal, Gwen Browder and Diane Woods, Gavin Pre-K teachers, and Estelle Abraham, a parent of a pre-K child and a former participant in the FEP, was where the original decision to do a survey had been made.

The decision to do two surveys came out the ILRDC process. The teacher's survey was drafted during a meeting with teachers(Gwen Browder, Betty Stevens, Yolanda Hughes, and Diane Woods) in May, then refined by Paul Weaver. The parents survey was drafted by Paul Weaver and Chicago consultant Sharon Powell(incorporating most of the questions on the teachers survey) and then critiqued by Paul Weaver, parent Terri Jenkins and child care worker Romanus Ubamadu who is very familiar with the community. Sharon Powell then

prepared the final version of the survey.

### Administration of the Surveys

**Teachers:** Paul Weaver went to an all-teachers meeting to explain the program and the survey. Then the meeting was held with the four teachers to discuss the program and draft the teachers survey. The teachers survey was placed in each teacher's mailbox with a request to return it by a certain deadline (about 3 days). The principal, Mrs. Robinson, made an announcement reminding the teachers that they should return the survey (this was important). 12 of 17 classroom teachers returned the survey. (The two "title I" teachers did not.)

**Parents:** A consultant (Sharon Powell) was hired with money from the ILRDC grant. Two parents were hired to administer the survey with Sharon Powell (one of these parents was selected by Paul Weaver; she had participated in may FLP, FEP, Pre-K, and Gavin School programs, the other emerged through the interview process and had not been extensively involved in the programs).

A random sample was gathered of all the children attending the school in 1990-91 school year. Every 7th name was chosen from 385 student information cards organized in alphabetical order, producing 55 names. Our goal was to find and interview 30-40 of these, to include approximately 10% of the Gavin School families. We decided to fill out the surveys through an interview process, primarily to insure a greater response rate, and so that none would be excluded because of limited literacy.

Interviews were conducted the last week of August and the first week of September, 1991, both at Gavin School (people were called and asked to come in for interviews) and in homes (of the respondents).

In order to reach 30 interviews, some families were added to the group. These were drawn from families coming to the school to register their children, or from asking families in the community if they had kids at Gavin school, and then interviewing them. Unfortunately, this process may have produced results which are less representative than our original sample was.

The Data

## Demographics:

Attached please find copies of census bureau tract information on population and city reports from the 1990 census, as well as comparisons of information from the 1980 census (since much information is not yet available from the 1990 census.)

I have included here data from all three communities surrounding the three schools which our program is to serve. From this data we discover, for 1990:

-population of Gavin area community (includes part of Lincoln school area) is 3388, which breaks down as (bounded by RR(W), 16th(S), State(E), Joe Orr Rd(N)-census tract 8290)

<u>all ages</u>	number and percent of	percent of
	<u>group who are under 18</u>	<u>all children</u>
-3388 total	1354 40%	100%
-3258 blacks(96.5%),	1315 40%	97.1%
-78 hispanics(2%),	32 41%	2.4%
-41 whites(1.2%)	5 12%	0.4%
-10 Native Americans(.3%),	2 20%	0.1%
-1 other.		

-population of Garfield School area community (includes most of McKinley area, which is fairly similar in makeup) is 4871 (bounded by Euclid & RR(W), State(E), 16th & Independence(N), 25th(S)-census tract 8291)

-4871 total	1513 31%	100%
-2279 hispanics 46.8%	958 42%	63.3%
-1566 white 32.1%	237 15%	15.7%
- 994 black 20.4%	309 31%	20.4%
- 32 other 0.7%	9 28%	0.5%

-population of Beacon Hill School neighborhood  
 (bounded by Western(W), Euclid(E), RR(N), RR(S), 26th(S) -  
 census tract 8294.01(for numbers-1990) 8294( for  
 boundaries-1980)

-2090 total		870	42%	
-1903 black	91.1%	816	43%	93.8%
- 94 hispanic	4.5%	41	44%	4.7%
- 87 white	4.2%	9	10%	1.0%
- 6 other	0.3%	4	67%	.5%

While many observations could be made from this data, I will, because of time and space, limit myself to three.

First, it is clear that in all areas, the majority of families are African American and Latin American(specifically, in Chicago Heights, Mexican American). The Gavin/Lincoln community is 97% African-American, the Garfield/McKinley community is 47% Mexican-American, 32% European-American, and 20% African American, and the Beacon Hill neighborhood is 91% African-American. All three communities are in Chicago Heights, but, in contrast, the breakdown for Chicago Heights as a whole is: 50% European-American(or white), 35% African American, 15% Latin American, and 0.5% other. So, while only 31% of the population of Chicago Heights(10349/33072) lives in these three areas, 49% of Latin Americans and 53% of African Americans in Chicago Heights live in these three areas.

Second, the percentage of the population under 18 years old significantly varies considerably by ethnic group. In Chicago Heights 30% of the population is under 18 years old. In our areas it is consistently near 40%, which means that in these communities there are many more children. There is a very interesting and very important exception to this. Only 10-15% of European Americans in these communities are

children. Apparently, those who have remained in the communities are overwhelmingly families without children. This is particularly significant at Garfield School, where 32% of the pop. is European American, while only 15% of the children are. So while 42% of the community is Latin American, 63% of the children are.

Thirdly, We can see from these figures the total number of children in the three communities-3737. This is significant since this is the number of children eligible, with their significant adults, for our program, assuming we were to expand to include all ages of children.

Two other pieces of demography of interest here is related to the characteristics of the parents. The high school drop out rate and the rate of teen parenthood are shown in statistics from the early 1980's compiled by Evelyn Kraemer and James Robinson.

The drop-out rate can give us an idea of the number of adults in the community who need literacy services. Bloom High School District, which serves Chicago Heights, had the second highest drop-out rate of 28 suburban districts, and the highest in the south suburbs. If an average of 8.5% of students at Bloom drop out every year, that is 30% over four years, not counting those who may be missed in some other way. It is probably safe to assume that in our three communities the concentration of drop-outs is higher. A safe estimate may be that one half of all parents in our communities do not have a high school diploma.

In Chicago Heights, 20% of all babies are born to teenage mothers. In East Chicago Heights, a neighboring community which closely approximates the Gavin Community, 33% of all babies are born to teen mothers.(1982-84) These mothers are unlikely to finish school, and may not be prepared to be parents.

Next steps on demographics: when available, 1990 data on income and education, especially at the tract level.

This data would also be good to use in classes with parents, to help them to analyze their own reality.

### Teacher and Parent Responses

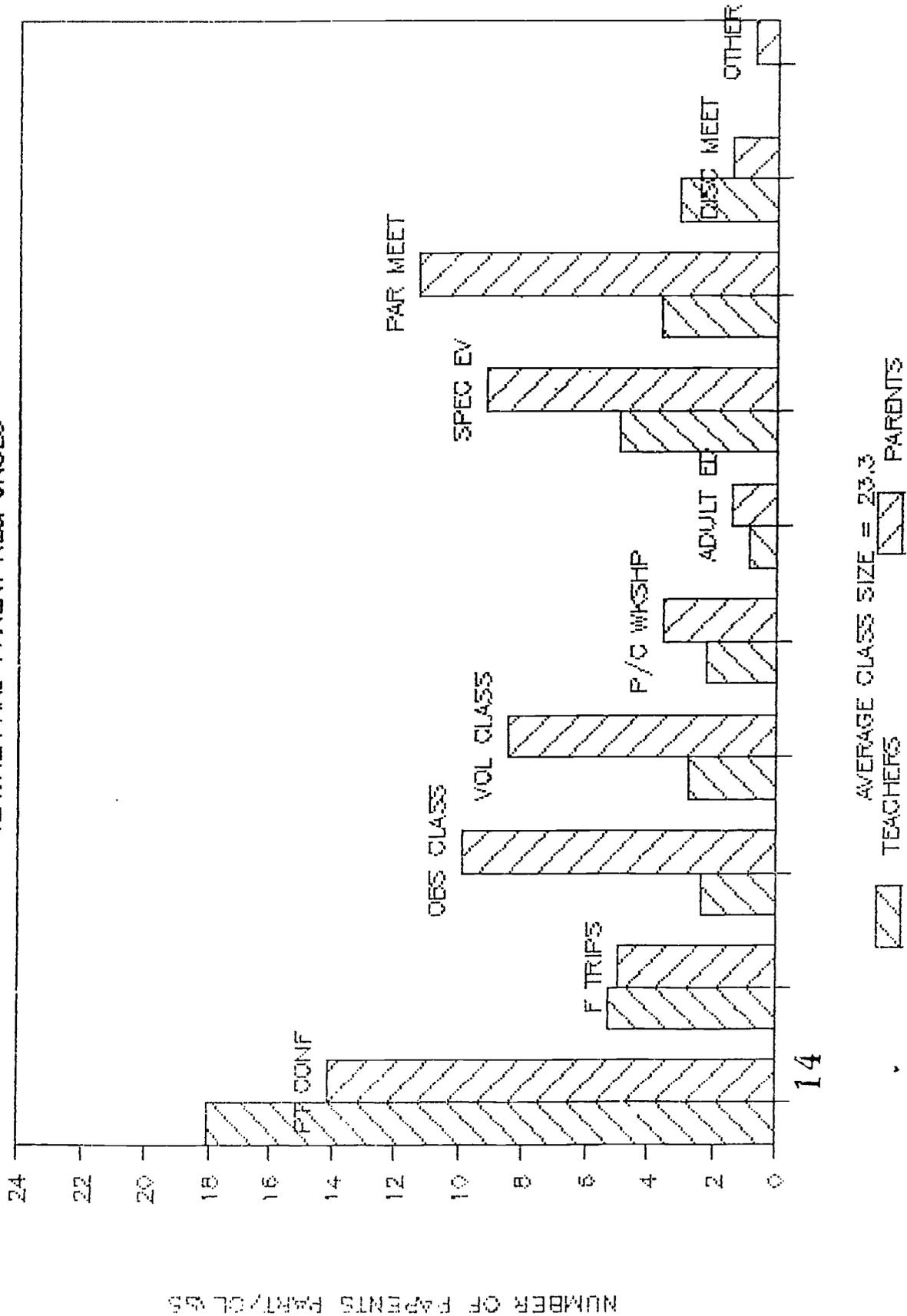
In the discussion of the teacher's survey, please refer to the compilation of results and the graph of parent participation.

In looking at current participation levels, it is encouraging that 78% of parents came in last year for a parent teacher conference. However many of those may have come in only once or twice, and the levels of participation in all other activities is much lower. About 20% of parents, according to their child's teacher, participated in field trips and special events at least once during the year. About 10% attended parent meetings and disciplinary meetings. Below 10% were: parent/child workshops, volunteering in the classroom, and observing a class. At the bottom (3%, or 1 parent per class) was attendance at adult education (GED or ABE) classes. However, it is possible that teachers were not aware of all parents enrolled in adult ed. Still, if half are lacking a high school diploma, and we know from experience that many others lack basic literacy skills, 3% is very low.

Parents also indicated that parent-teacher conferences is where they participated the most in the school. They also agreed that about 20% of them had participated in field trips, and that very few (6%) attended GED classes. However, in over half of the areas on this part of the survey, parents disagreed significantly (by 50% or more) with the teachers estimates. (This may be due in part to the small size of the parent sample or parent over-estimation of their participation, but I think it also genuinely reflects some difference in perception.) Parents said they observed classes and attended parent meetings four times as often as teachers said they did which would boost participation from around 10% to nearly 50% in these activities. Three times

# PARENT PARTICIPATION DR GAVIN SCHOOL

## TEACHER AND PARENT RESPONSES



as many parents said they volunteered in class, and nearly double the number of parents say they have attended special events. Interestingly, fewer parents than teachers recalled attending disciplinary meetings or parent-teacher conferences.

When asked about the importance they placed on different types of activities, teachers and parents agreed that parent teacher conferences and parent meetings were among the most important activities. One area of some disagreement, however, is in observing your child's class. Half of the teachers listed this activity as very important (5 on a 5 point scale), nearly all (78%) of the parents felt this was very important. 97% of parents rated observing the child's class a 4 or 5 on a 5-point scale, while only 58% of the teachers did so. It is interesting that field trips, which is which is a traditional parental role in the U.S. school system, was rated only moderately high by both groups, with responses distributed from 2-5.

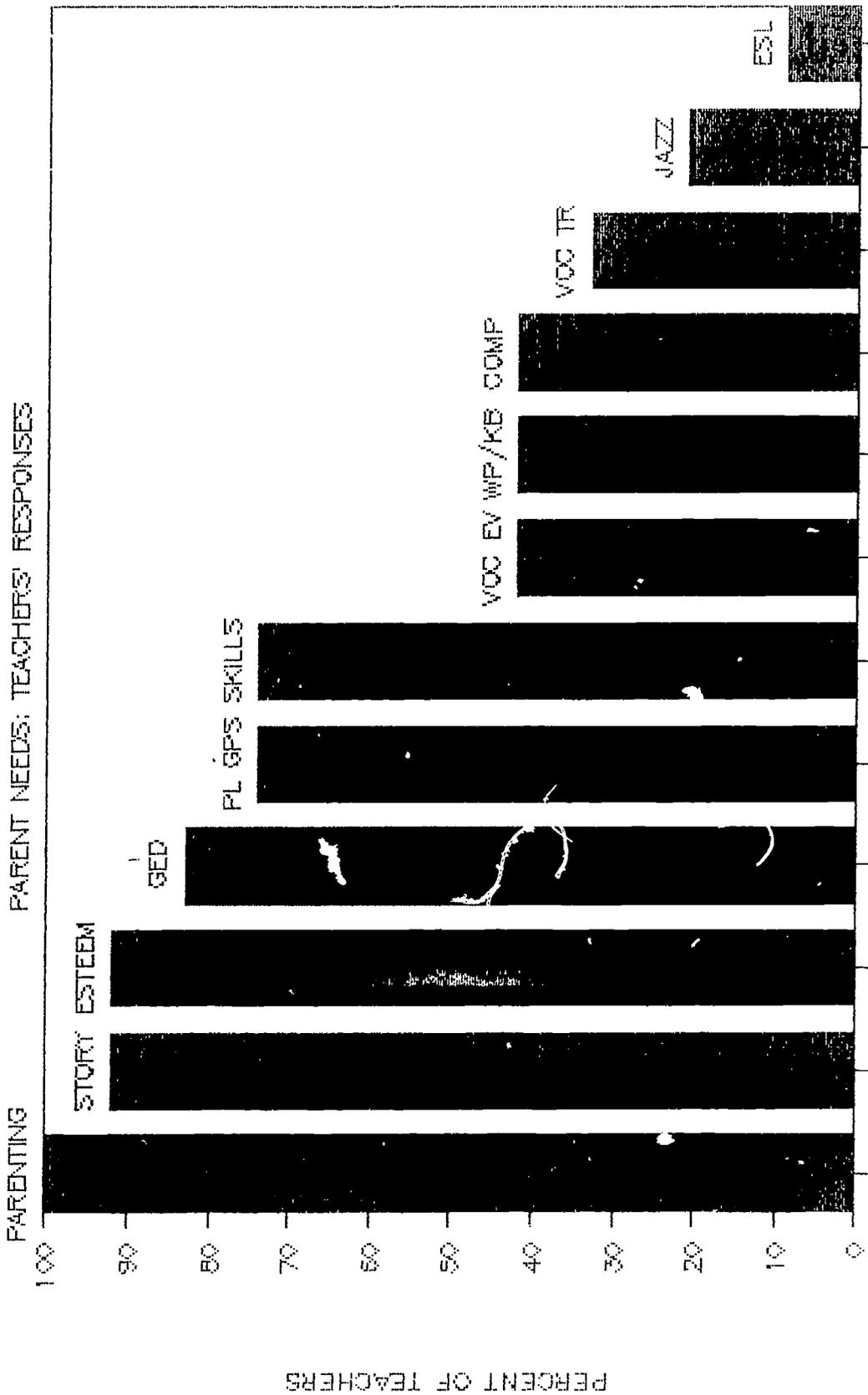
When asked what kind of activities the parents most needed, teachers listed the following:

<u>category</u>	percent listing category as important				
	<u>teacher</u>	<u>rank</u>	<u>parents</u>	<u>rank</u>	
parenting	100%	1	48%	1	par sup. gp
Family Story time	92%	2	33%	5	
self-esteem	92%	2	NA (wasn't listed)		
GED/Pre-GED	83%	4	15%	7	
play groups	74%	5	NA (wasn't listed)		
skills review	74%	5	6%	10	
vocational eval.	42%	7	12%	9	
office technology	42%	7	36%	3	
computer workshops	42%	7	42%	2	
vocational training	33%	10	24%	6	
jazzercise	21%	11	36%	3	
ESL	9%	12	15%	7	

Both parents and teachers agree that parenting classes

# DR. GAVIN SCHOOL SURVEY

PARENT NEEDS: TEACHERS' RESPONSES

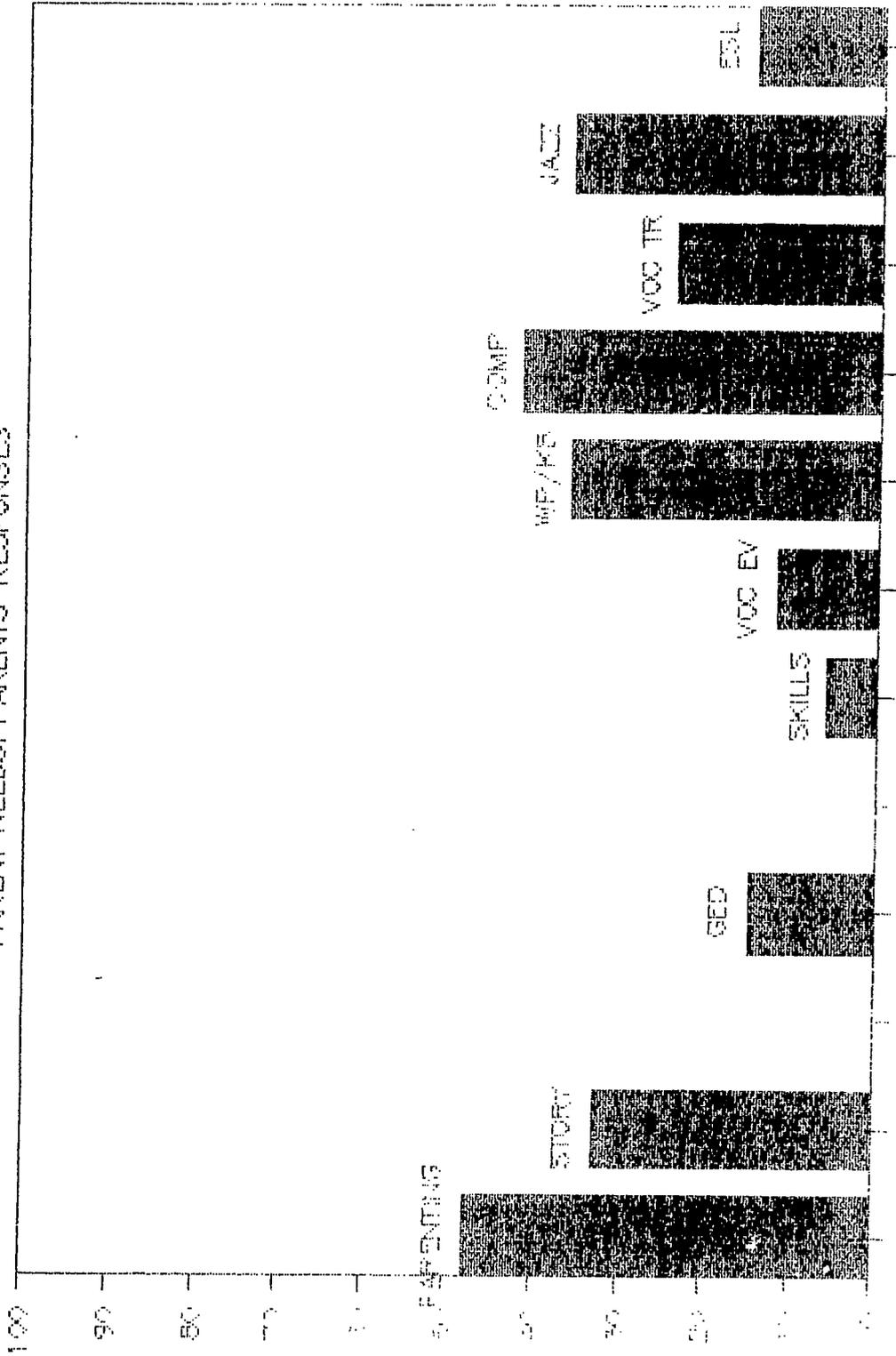


ACTIVITY



# DR. GAVIN SCHOOL SURVEY

## PARENT NEEDS; PARENTS' RESPONSES



ACTIVITY

and/or parent support groups are of number 1 importance for parents of Dr. Gavin School children. But from there, the priorities of teachers and parents diverge. As could perhaps be expected, teacher enthusiasm for parental participation is much higher than that of the parents, with 42-74% the median response level for teachers, and 24-33% for parents.

For teachers, story time (reading focus), self-esteem, and adult ed. classes followed parenting in importance. For parents, adult ed and story time ranked relatively low, while computer workshops, office technology (keyboarding and word processing), and jazzercise ranked high.

Our primary focus at Gavin school in the past has been GED/pre-GED/ABE/skills review (one combined class). We have had a very difficult time of recruiting, but have been successful twice this year in recruiting a class. These results, showing clearly the interests of the parents, suggest that we should adjust our focus. While continuing to offer the Adult Education classes which are needed as indicated by the demographic data, we should emphasize parenting and parent support, computers and office technology, jazzercise, and parent-child play groups.

#### Other Parent Responses

Other information collected:

Average time living in area: 12.4 years range: 2-36 years  
 Average number of children: 4 range: 1-10  
 Median age of children: 7 range: 4 months - adult  
 number of Gavin students: 67 (in grades pre-K to 6th)  
 families with children at Gavin: 30 (2 NA and one Happy Hour preschool only)  
 two children in college, 1-Prairie State College, 1 Lincoln U. (of est. 8 ages 18-22)  
 Other schools: Lincoln(1), Greenbriar (spec. ed: 1), Garfield(1), Kennedy(1), Jefferson(1), Washington Jr.

High(4), Bloom H.S.(9), Happy Hour(1), Eastview(1),  
Englewood(Chicago-1)

Description of feeling at school:

<u>emotion</u>	<u>number</u>
comfortable	23
happy	8
excited	7
okay	5
hot	2
tense	1
not sure	1
concerned	1
anxious	0
nervous	0
angry	0
uncomfortable	0
sad	0

(for the rest of data, refer to compilation of parents' survey)

Further Analysis of survey data: The average respondent has lived longer in the community(ave. 12 years) than I would have guessed from the way people talk about the community as being very transient. The average family is quite large, as I would have expected. The median age of the children is quite young, and the average family has two children at Gavin School.

Most surprisingly was the descriptions of how the mothers felt when coming to Gavin School. They were overwhelmingly positive, which is a tribute to the school and its staff, and is also a strength upon which to build. When asked to list what they liked about the school, they said: the teachers(20), gives homework(15) staff cares about children(14), special activities(10), and feels comfortable(9). Comments included: "It's a small school,

so everyone can get to know each other and most of all the children." "Teachers are great, [I] like their discipline, communication, the support given to parents and kids." "[I] haven't been [there] since I was in school." "Excellent administration - teachers and principal"

There were extensive ideas on what could be changed at the school, including more homework, more recess monitors(2), air conditioning(4), more relaxed lunchroom -shouldn't be like a jail, extra milk for kids, expand building, age rules, bus for kids.

Every parent surveyed responded that it is very important for parents to help children with their education. There was an overwhelming response to all of the choices of how to help your child: visiting school(30), helping with homework(30), talking with child about school(28), listening to your child read(28), reading stories together(26). Also, "Talk and let them know how important knowledge is and how we want others to stop coming to the conclusion that blacks are ignorant and illiterate"; "Let them stay inside for 1 or 2 hours every day and watch education program", "constant surveillance". Also, see answer to Q. 10 for more answers.

Most parents feel their children do ok or well in school.

Most, 3/4, of the parents actually do the activities they say parents should do to help their kids. They also color, cook, watch tv, talk, travel(2), go places, play(2).

Parents also responded positively to ideas of activities to help their children with school such as:

reading club 27 math club 24

big brother/sister 12 after school projects 16

Learning for yourself(adults)(this is distinct in that it asks the individual what she wants for herself, as opposed to "What will most help you to help your child?"): (open-ended):

word processing & typing: 8

computers: 3

GED: 6

misc.(see Q. 15)

Many parents have hopes of their children going to college.

59% of parents say they are aware of family literacy and family enrichment, but only 13% say they actually have participated in family enrichment, and 33% in family literacy. So, many still need to be informed of our programs, and few have participated in FEP, but a surprisingly large number say they have participated in FLP(GED-5, computer workshop-5), play group - 4, storytime - 4, keyboarding/word processing-3, parenting - 4)

It will be important to study carefully the responses to Q. 19 and 20 on involvement of men(note that 32 of the 33 respondents were women.)

Source of income:

public assistance: 64%

WIC: 36%

work full time: 18%

work part time: 9%

social security: 15%

unemployment: 3%

foster care/church: 3%

Average # in family: 5.3

Average# children: 3.7

Average # adults: 1.5

# homes with mother: 100% of 25 responses

homes with father 36%

homes with uncle 4%

grandparent 4%

homes with adult siblings 8%

## Conclusions and Recommendations

As a next step in this study, in October the ILRDC evaluation team will return and we will again convene a meeting of representatives of all aspects of our program: adult instructors, child instructors, parents, administrators of cooperating programs, and staff. This group will go over the results of this study and, together with consideration of their firsthand involvement in the program, will put together a plan. The responsibility for implementing this plan will fall on all of us, but will be coordinated by the Family Development Coordinator and the Family Literacy Coordinator.

I will recommend to this group that we push ahead with offering what parents asked for, as detailed above. I will also recommend that we continue this survey as an ongoing part of our program. The next steps would be to survey men (only one of the 33 parents was a man), survey Spanish speakers in the Garfield/McKinley area, survey Beacon Hill and Family Enrichment, and perhaps do some pilot surveys in other communities such as Ford Heights. Prior to using the survey again, we should speak again to parent, teachers, and surveyors to check for changes which should be made to the instrument.

I will also recommend that the teacher's survey be reviewed and given to teachers of the other programs (Garfield, Beacon Hill, Family Enrichment (0-2)).

I think it is clear that our program benefitted as result of this process. These benefits come both from the results and process.

In reviewing the four original goals, we reached most of them.

**Demographics:** We were able to collect information on all six demographic categories we targeted. For some this included detailed census tract information, for other categories, it meant city-wide data.

**Interests and Perceived Needs of Adult Family Members of Gavin School Children:** This, the primary goal of the project, was achieved through the use of the two survey instruments and the interviews. We came out with a much clearer picture of what Gavin parents feel they need, and what teachers feel parents need.

**Empower community members:** This secondary goal was indirectly achieved. This was done mainly through the process which was used, which involved parents and teachers in the design, decision-making, and carrying out of the survey. I also believe that asking someone what they want or need is an empowering act itself.

**Raise awareness of the program in the community:** The interview team distributed information about the program during the course of the interviews, thus indirectly moving toward this goal. The full realization of this goals awaits the work of the new staff person, the Family Development Coordinator, to begin work in October.

Special thanks are due to:

he Illinois Literacy Resource Development Center (ILRDC) provided financial and technical support which made this possible. The

model and process used by the ILRDC worked very well in helping us develop a plan of how we wanted to improve our needs assessment, program development, and evaluation procedures. Specifically, Barbara Geissler, Sharon Powell, and Suzanne Knell all visited us, corresponded with us, and consulted with us by phone to help us trouble-shoot, and to keep us on track.

Sharon Powell also served as a consultant with us in designing the parent survey, training parent interviewers, conducting the interviews, and compiling the results.

Terry Jenkins and Karen Fawbush, both parents of Gavin students, spent many hours conducting interviews of parents. Gavin teachers Gwen Browder, Diane Woods, Betty Stevens, and Yolanda Hughes, helped with development of the teachers survey, and principal Yvonne Robinson advised and encouraged all of us through the process. Gavin school secretary Pauline Lowe helped us steer traffic with all the parents coming in for interviews and registration which took place over the office on days when I was away in relation to the project and ILRDC policy meetings.

Thanks, also, to those of you who have read all the way through this report. I hope you have found it coherent, challenging, and inspirational.

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Family Literacy Project Files

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TABLE 1  
PRAIRIE STATE COLLEGE FAMILY LITERACY  
PROGRAM - 1990-91

CATEGORY	CLASS/ ACTIVITY	LOCATIONS	FEATURES	COMMENTS
Adult Ed.	ABE/GED(multi-level)	GR, GV, BCF, ST	P, T, CC, E, (some B)	GV CC only 2nd 8 wks
	ESL-multi-level	GR	P, T, CC, B	
Vocational	Keyboarding	PSC	P, T, CC	credit
	Word Processing	PSC	P, T, CC	credit
Family	Computer Workshop	GV(E), GR(S)	PACT, T(GR), CC(GV 2nd)	original program, E, S
Special Events	Parent Council (monthly)	GR	PACT, T, CC, B	potluck & meeting
	Recognition Dinner	Banquet Hall	P	awards, ent, speeches
	Job Skills Seminar	GR	P, T, CC, B	1/2 day
	Story Teller	GR, GV, ST, BH	PACT, T, B	2 days
Field Trips	DuSable Museum		P, T, CC, B	Afro-American History
	Mexican Fine Arts Center		P, T, CC, B	
	Museum of Holography		PACT, T	
	Prairie State College		P, T, CC, B	to encourage Coll. enroll.

P = Parent only    PACT = Parent and Child Together  
T = Free transportation provided    CC = Free child care  
GV = Dr. Gavin School, GR = Garfield, ST = Sauk Trall School  
PSC = Prairie State College, BCF = Bethel Community Facility  
IMC = Illinois Migrant Council, BH = Beacon Hill School  
B = Bilingual(either interpreted simultaneously or consecutively, or  
given in two languages    S = In Spanish    E = In English(if neither S  
nor E, then in English)

TABLE 2  
PRAIRIE STATE COLLEGE FAMILY LITEACY PROJECT  
PROJECTED PROGRAM - 1991-92

CATEGORY	CLASS/ACTIVITY	LOCATIONS	FEATURES	COMMENTS
Adult Education	ABE	GV-D, BCF-N GR-D&N	P, T CC(Day only)	
	GED	GR-N, GV-D	P, T, CC(D)	(or PSC)
	ESL 1	GR-D&N	P, T, CC(D)	
	ESL 2	GR-D or N	P, T, CC(D)	
	Spanish GED	GR-D or N	P, T, CC(D)	
Vocational	Keyboarding	PSC	P, T, CC	credit
	Word Processsing	PSC	P, T, CC	
Family	Computer as an Intell. Tool	GV-E, GR-S, BCF - B	PACT, CC, T	original
	Story Time	public libraries	PACT, T new- 91-92	prizes, field trips
	Play Group	BCF, GV(?)	PACT (new)	original
	Family Art	GV	P, PACT, new	original
	Special Events	Parent Council (monthly)	GV, GR	P, PACT, T, CC
	Story Teller	GV, GR, BH	P, PACT, T	parent train
	Field Trips	all	P, PACT, T, CC	
	vocational eval.	?	P, T, CC	TIE
	Recognition Dinner	BCF	P	awards, ent, speeches

P = Parent only    PACT = Parent and Child Together  
T = Free transportation provided    CC = Free child care  
GV = Dr. Gavin School, GR = Garfield, ST = Sauk Traill School  
PSC = Prairie State College, BCF = Bethel Community Facility  
IMC = Illinois Migrant Council, BH = Beacon Hill School  
B = Bilingual (either interpreted simultaneously or consecutively, or  
given in two languages    S = In Spanish    E = In English (if neither S  
nor E, then in English)    D = Day, N = Night

A:\REPORC91.REP

FAMILY LITERACY PROJECT

SPRING 1991

English as a Second Language and Citizenship Classes:  
(Classes held 6 hrs/week at Garfield School)

Enrollment - 22      Average attendance - 8

GED/Pre-GED  
Garfield School

Enrollment - 10      Average attendance - 7

GED/Pre-GED  
Gavin School

Enrollment - 22      Average attendance - 7

GED/Pre-GED  
Sauk Trail School

Enrollment - 9      Average attendance - 3

Keyboarding 110  
Prairie State College

Enrollment - 18      Average attendance - 5

Wordprocessing 123  
Prairie State College

Enrollment - 17      Average attendance - 11

Wordprocessing 125  
Prairie State College

Enrollment 3      Average attendance - 3

(LIST DOES NOT INCLUDE SPEC. EVENTS, Fieldtrips, and 4 Family Computer Workshops (20 hrs each))

Sp91rpt.ame

attachment to PSC Family Literacy Report

Some demographics on participants in our program: (1990-91)

Ages of adults in program:

age	number	percent
16-20	7	7%
21-25	24	24%
26-30	33	34%
31-40	28	28%
41-50	4	4%
51-70	0	0%
71-80	2	2%(grandmothers)
total sample	98	99%

Ethnic makeup:

	number	percent
Mexican American	29	47%
African American	28	45%
European American(white)	5	8%
total(done for those for whom we had info.	62	100%

# South Suburban High School Drop-Outs

## Drop-Out Rates in Suburban Cook County High School Districts

District		Attendance Years	
		1981-81	1981-82
Oak Park/River Forest	200	2.21	2.00
Morton	201	6.85	6.78
Evanston	202	4.88	5.38
New Trier	203	0.86	0.90
Lyons	204	1.77	2.46
Thornton	205	6.41	6.03
Bloom	206	8.85	8.36
Maine	207	1.49	1.61
Riverside/Brookfield	208	2.48	1.21
Proviso	209	11.32	7.34
Lemont	210	3.51	2.85
Palatine	211	2.48	2.90
Leyden	212	5.07	6.02
Arlington	214	1.92	2.05
Thornton-Fractional	215	3.74	3.73
Argo	217	8.28	8.68
Community	218	6.82	6.98
Niles	219	1.41	1.13
Reavis	220	4.27	5.05
Glenbrook	225	0.52	0.48
Rich	227	3.22	2.92
Bremen	228	4.91	4.38
Oak Lawn	229	8.28	5.75
Consolidated	230	3.84	3.46
Evergreen Park	231	1.90	3.78
Homewood-Flossmoor	233	2.72	4.49
Ridgewood	234	2.72	2.64
Elmwood Park	401	5.06	4.74

**Table 1-5**

The High School districts highlighted are those districts which claim attendance from the 37 communities under study. Drop-out rates are compared for two consecutive years.

Intrestingly enough, Homewood-Flossmoor High School had the most marked increase in the drop-out rate of all Cook County High Schools (65% increase). This may be very surprising in view of the fact that the two South Suburban High Schools, H-F and Rich South were each cited in 1983 and 1984 respectively as among the best in the country under the U.S. Dept. of Education Secondary School Recognition Program.

SOURCE: Suburban Cook County  
CEDA Development Areas Factbook

## Where the Babies Live

MUNICIPALITIES	Mothers Under 15 Years	Mothers 15-19 Years	Total Births to Women All Ages	Total Population	Percent of Mothers 15-19 Yrs.
Blue Island	NA	NA	NA	NA	NA
Burnham	NA	NA	NA	NA	NA
Calumet City	NA	NA	NA	NA	NA
Calumet Park	NA	NA	NA	NA	NA
Chicago Heights	7	422	2162	37026	20%
Country Club Hills	1	41	641	14676	6%
Crete	NA	NA	NA	NA	NA
Dixmoor	1	52	182	4175	29%
Dolton	0	45	922	24766	5%
East Chicago Heights	9	143	440	5347	33%
East Hazel Crest	0	3	57	1362	5%
Flossmoor	0	7	209	8423	3%
Glenwood	0	23	346	10538	7%
Harvey	13	553	2230	35810	25%
Hazel Crest	0	53	632	13973	8%
Homewood	0	24	671	19724	4%
Lansing	NA	NA	NA	NA	NA
Lynwood	0	19	306	4195	6%
Markham	3	181	719	15172	25%
Matteson	2	30	600	10223	5%
Midlothian	0	45	758	14274	6%
Oak Forest	1	51	1064	26096	5%
Olympia Fields	0	1	62	4146	2%
Orland Park	NA	NA	NA	NA	NA
Park Forest	0	62	1155	26222	5%
Phoenix	0	31	128	2850	24%
Posen	0	16	217	4642	7%
Richton Park	1	23	490	9403	5%
Riverdale	1	41	589	13233	7%
Robbins	NA	NA	NA	NA	NA
Sauk Village	1	109	535	10906	20%
South Chicago Heights	NA	NA	NA	3932	NA
South Holland	NA	NA	NA	24977	NA
Steger	0	24	168	9269	14%
Thornton	0	5	109	3022	5%
Tinley Park	1	89	1623	26171	5%
University Park	NA	NA	NA	6245	NA

**Table 1-6**

Increasing numbers of "Children Having Children" are a vital health concern to an area both socially and economically. This table indicates the communities in the study faced with this dilemma. Nationally, the 1985 bill for aid to families with dependent children came to \$16.65 billion. This \$16.65 billion tab does not include public housing, special education, foster care and other welfare and social services. First babies born to adolescent mothers this year will cost taxpayers \$6 billion before reaching maturity.\*

Noteworthy for this study is the relationship which can be assumed in citing East Chicago Heights as having the most significant numbers of "Children having Children"; the largest number of Public Aid recipients; and being the most economically distressed area of the 37 communities.

\* Study conducted by Center for Population Options.

SOURCE: Illinois Department of Public Health Vital Statistics, Annual Summaries 1982, 1983, 1984

Total Population based on 1980 statistics

(For meaning of terms and symbols, see text)

Age Group	Race					Hispanic Origin (of any race)	Not of Hispanic origin		
	Total	White	Black and Aleut	American Indian, Eskimo, and Pacific Islander	Asian		Other races	White	Black
act 8289..... 18 years and over...	3456	2337	715	10	7	857	1939	651	9
act 8290. East Chicago, Ills..... 18 years and over...	2450	1777	431	7	5	498	1552	392	8
act 8291. Grand Island (Mich.)..... 18 years and over...	2034	49	3274	10	-	78	41	3258	11
act 8292..... 18 years and over...	4871	2121	1028	8	5	46	35	1943	9
act 8293.01..... 18 years and over...	3358	1582	705	6	5	12279	1529	1994	52
act 8293.02..... 18 years and over...	5498	4149	738	11	11	1321	585	585	21
act 8294.01..... 18 years and over...	4136	3301	481	7	6	955	3818	724	20
act 8294.02..... 18 years and over...	3811	3154	590	5	31	568	3084	472	12
act 8295.01..... 18 years and over...	2812	2428	340	4	23	112	5075	538	36
act 8295.02..... 18 years and over...	4083	1613	2260	9	24	76	2571	338	27
act 8296..... 18 years and over...	2777	1319	1322	6	18	319	1497	2234	53
act 8297..... 18 years and over...	2090	100	1939	-	1	202	1250	1304	21
act 8298..... 18 years and over...	1220	84	1106	-	2	94	87	1903	6
act 8299.01..... 18 years and over...	4235	2781	1357	11	35	53	78	1087	2
act 8299.02..... 18 years and over...	2952	2102	794	5	29	156	2681	1341	57
act 8300.01..... 18 years and over...	3575	3275	62	6	6	97	2036	784	35
act 8300.02..... 18 years and over...	2843	2669	40	1	5	495	3007	59	15
act 8300.03..... 18 years and over...	3008	2883	19	5	6	318	2480	37	8
act 8300.04..... 18 years and over...	2171	2071	14	4	6	279	2697	19	13
act 8300.05..... 18 years and over...	5226	911	4251	21	3	185	1960	14	12
act 8300.06..... 18 years and over...	3136	680	2404	19	3	95	878	4233	20
act 8300.07..... 18 years and over...	6787	5732	684	7	344	62	660	2394	20
act 8300.08..... 18 years and over...	5027	4357	443	6	208	71	5685	680	353
act 8300.09..... 18 years and over...	5187	2338	2756	7	59	49	4321	442	215
act 8300.10..... 18 years and over...	3553	1740	1749	5	42	30	2294	2744	69
act 8300.11..... 18 years and over...	4144	3166	810	9	120	50	1714	1745	46
act 8300.12..... 18 years and over...	3190	2498	582	5	81	110	3121	738	125
act 8300.13..... 18 years and over...	1626	1608	4	-	9	67	2473	568	82
act 8300.14..... 18 years and over...	1434	1422	2	-	7	9	1601	4	9
act 8300.15..... 18 years and over...	7358	5808	1248	21	173	9	1415	2	7
act 8300.16..... 18 years and over...	5066	4068	794	14	111	293	5644	1232	189
act 8300.17..... 18 years and over...	4628	1375	3046	7	101	193	3954	787	122
act 8300.18..... 18 years and over...	3002	963	1900	6	72	165	1315	3032	115
act 8300.19..... 18 years and over...	4922	2750	1950	8	162	99	934	1890	79
act 8300.20..... 18 years and over...	3536	2090	1299	3	105	133	2686	1939	164
act 8300.21..... 18 years and over...	3247	2426	588	4	219	92	2051	1271	102
act 8300.22..... 18 years and over...	2474	1929	396	4	142	38	2599	583	222
act 8300.23..... 18 years and over...	1999	1836	87	-	69	26	1910	396	142
act 8300.24..... 18 years and over...	1562	1454	59	-	45	47	1801	87	64
act 8300.25..... 18 years and over...	3397	2484	792	9	78	34	1427	59	42
act 8300.26..... 18 years and over...	2507	1832	517	5	62	72	2440	788	97
act 8300.27..... 18 years and over...	4188	2964	1156	11	22	50	1851	534	72
act 8300.28..... 18 years and over...	3329	2430	848	9	19	91	2915	1150	34
act 8300.29..... 18 years and over...	3599	2739	601	4	35	65	2391	845	28
act 8300.30..... 18 years and over...	2522	2049	431	2	27	121	2646	592	40
act 8300.31..... 18 years and over...	5570	3571	1842	14	61	75	1990	428	28
act 8300.32..... 18 years and over...	4068	2765	1201	10	42	211	3465	1818	76
act 8300.33..... 18 years and over...	3586	3111	431	-	22	132	2699	1185	52
act 8300.34..... 18 years and over...	2608	2330	254	-	13	101	3035	420	30
act 8300.35..... 18 years and over...	1422	1248	153	-	13	64	2277	251	16
act 8300.36..... 18 years and over...	1103	995	92	-	8	25	1230	153	14
act 8300.37..... 18 years and over...	-	-	-	-	-	20	982	92	9
act 8300.38..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.39..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.40..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.41..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.42..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.43..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.44..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.45..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.46..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.47..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.48..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.49..... 18 years and over...	-	-	-	-	-	-	-	-	-
act 8300.50..... 18 years and over...	-	-	-	-	-	-	-	-	-

Table 1. Selected Population and Housing Characteristics: 1990  
Chicago Heights city, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	33,072	Total housing units	11,620
<b>SEX</b>		<b>OCCUPANCY AND TENURE</b>	
Male	15,700	Occupied housing units	10,932
Female	17,372	Owner occupied	6,828
		Percent owner occupied	62.5
		Renter occupied	4,104
<b>AGE</b>		Vacant housing units	688
Under 5 years	2,991	For seasonal, recreational, or occasional use	5
5 to 17 years	6,996	Homeowner vacancy rate (percent)	1.4
18 to 20 years	1,579	Rental vacancy rate (percent)	6.1
21 to 24 years	2,059		
25 to 44 years	9,435	Persons per owner-occupied unit	3.01
45 to 54 years	2,985	Persons per renter-occupied unit	2.90
55 to 59 years	1,439	Units with over 1 person per room	792
60 to 64 years	1,434		
65 to 74 years	2,488	<b>UNITS IN STRUCTURE</b>	
75 to 84 years	1,279	1-unit, detached	7,270
85 years and over	387	1-unit, attached	189
Median age	30.3	2 to 4 units	2,521
Under 18 years	9,987	5 to 9 units	381
Percent of total population	30.2	10 or more units	1,195
65 years and over	4,154	Mobile home, trailer, other	64
Percent of total population	12.6		
<b>HOUSEHOLDS BY TYPE</b>		<b>VALUE</b>	
Total households	10,932	Specified owner-occupied units	5,910
Family households (families)	8,240	Less than \$50,000	1,602
Married-couple families	5,351	\$50,000 to \$99,999	4,034
Percent of total households	48.9	\$100,000 to \$149,999	202
Other family, male householder	484	\$150,000 to \$199,999	49
Other family, female householder	2,405	\$200,000 to \$299,999	19
Nonfamily households	2,692	\$300,000 or more	4
Percent of total households	24.6	Median (dollars)	62,500
Householder living alone	2,311		
Householder 65 years and over	1,019	<b>CONTRACT RENT</b>	
Persons living in households	32,471	Specified renter-occupied units	
Persons per household	2.97	paying cash rent	3,931
		Less than \$250	1,234
<b>GROUP QUARTERS</b>		\$250 to \$499	2,366
Persons living in group quarters	601	\$500 to \$749	319
Institutionalized persons	560	\$750 to \$999	8
Other persons in group quarters	41	\$1,000 or more	4
		Median (dollars)	326
<b>RACE AND HISPANIC ORIGIN</b>		<b>RACE AND HISPANIC ORIGIN</b>	
White	18,187	<b>OF HOUSEHOLDER</b>	
Black	11,607	Occupied housing units	10,932
Percent of total population	35.1	White	6,767
American Indian, Eskimo, or Aleut	58	Black	3,386
Percent of total population	0.2	Percent of occupied units	31.0
Asian or Pacific Islander	99	American Indian, Eskimo, or Aleut	21
Percent of total population	0.3	Percent of occupied units	0.2
Other race	3,121	Asian or Pacific Islander	27
Hispanic origin (of any race)	4,976	Percent of occupied units	0.2
Percent of total population	15.0	Other race	73
		Hispanic origin (of any race)	1,17
		Percent of occupied units	10.8

Table 1. Selected Population and Housing Characteristics: 1990  
Ford Heights village, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	4,259	Total housing units	1,146
SEX		OCCUPANCY AND TENURE	
Male	1,954	Occupied housing units	1,024
Female	2,305	Owner occupied	437
		Percent owner occupied	42.7
		Renter occupied	587
AGE		Vacant housing units	122
Under 5 years	492	For seasonal, recreational, or occasional use	1
5 to 17 years	1,357	Homeowner vacancy rate (percent)	9.1
18 to 20 years	263	Rental vacancy rate (percent)	4.2
21 to 24 years	305	Persons per owner-occupied unit	4.06
25 to 44 years	1,025	Persons per renter-occupied unit	4.23
45 to 54 years	308	Units with over 1 person per room	221
55 to 59 years	130	UNITS IN STRUCTURE	
60 to 64 years	122	1-unit, detached	720
65 to 74 years	163	1-unit, attached	107
75 to 84 years	72	2 to 4 units	222
85 years and over	22	5 to 9 units	15
Median age	21.2	10 or more units	65
Under 18 years	1,849	Mobile home, trailer, other	17
Percent of total population	43.4	VALUE	
65 years and over	257	Specified owner-occupied units	397
Percent of total population	6.0	Less than \$50,000	330
HOUSEHOLDS BY TYPE		\$50,000 to \$99,999	65
Total households	1,024	\$100,000 to \$149,999	1
Family households (families)	903	\$150,000 to \$199,999	-
Married-couple families	353	\$200,000 to \$299,999	-
Percent of total households	34.5	\$300,000 or more	1
Other family, male householder	52	Median (dollars)	38,200
Other family, female householder	498	CONTRACT RENT	
Nonfamily households	121	Specified renter-occupied units paying cash rent	566
Percent of total households	11.8	Less than \$250	379
Householder living alone	108	\$250 to \$499	170
Householder 65 years and over	37	\$500 to \$749	16
Persons living in households	4,259	\$750 to \$999	1
Persons per household	4.16	\$1,000 or more	-
GROUP QUARTERS		Median (dollars)	152
Persons living in group quarters	-	RACE AND HISPANIC ORIGIN	
Institutionalized persons	-	OF HOUSEHOLDER	
Other persons in group quarters	-	Occupied housing units	1,024
RACE AND HISPANIC ORIGIN		White	8
White	26	Black	1,009
Black	4,208	Percent of occupied units	98.5
Percent of total population	98.8	American Indian, Eskimo, or Aleut	3
American Indian, Eskimo, or Aleut	9	Percent of occupied units	0.3
Percent of total population	0.2	Asian or Pacific Islander	1
Asian or Pacific Islander	2	Percent of occupied units	0.1
Percent of total population	-	Other race	3
Other race	14	Hispanic origin (of any race)	15
Hispanic origin (of any race)	43	Percent of occupied units	1.5
Percent of total population	1.0		

Table 1. Selected Population and Housing Characteristics: 1990  
Park Forest village, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	24,656	Total housing units	9,442
SEX		OCCUPANCY AND TENURE	
Male	11,719	Occupied housing units	9,119
Female	12,937	Owner occupied	6,352
		Percent owner occupied	69.7
AGE		Renter occupied	2,767
Under 5 years	1,860	Vacant housing units	323
5 to 17 years	4,855	For seasonal, recreational, or occasional use	9
18 to 20 years	906	Homeowner vacancy rate (percent)	2.5
21 to 24 years	1,268	Rental vacancy rate (percent)	2.3
25 to 44 years	8,752	Persons per owner-occupied unit	2.70
45 to 54 years	2,403	Persons per renter-occupied unit	2.53
55 to 59 years	920	Units with over 1 person per room	149
60 to 64 years	1,081	UNITS IN STRUCTURE	
65 to 74 years	1,787	1-unit, detached	5,650
75 to 84 years	672	1-unit, attached	2,278
85 years and over	152	2 to 4 units	247
Median age	32.5	5 to 9 units	485
Under 18 years	6,715	10 or more units	682
Percent of total population	27.2	Mobile home, trailer, other	100
65 years and over	2,611	VALUE	
Percent of total population	10.6	Specified owner-occupied units	5,773
HOUSEHOLDS BY TYPE		Less than \$50,000	1,768
Total households	9,119	\$50,000 to \$99,999	3,855
Family households (families)	6,683	\$100,000 to \$149,999	118
Married-couple families	5,013	\$150,000 to \$199,999	19
Percent of total households	55.0	\$200,000 to \$299,999	12
Other family, male householder	306	\$300,000 or more	1
Other family, female householder	1,364	Median (dollars)	58,800
Nonfamily households	2,436	CONTRACT RENT	
Percent of total households	26.7	Specified renter-occupied units paying cash rent	2,667
Householder living alone	2,130	Less than \$250	553
Householder 65 years and over	766	\$250 to \$499	1,475
Persons living in households	24,137	\$500 to \$749	624
Persons per household	2.65	\$750 to \$999	13
GROUP QUARTERS		\$1,000 or more	2
Persons living in group quarters	519	Median (dollars)	397
Institutionalized persons	509	RACE AND HISPANIC ORIGIN	
Other persons in group quarters	10	OF HOUSEHOLDER	
RACE AND HISPANIC ORIGIN		Occupied housing units	9,119
White	18,000	White	7,042
Black	6,072	Black	1,905
Percent of total population	24.6	Percent of occupied units	20.9
American Indian, Eskimo, or Aleut	42	American Indian, Eskimo, or Aleut	14
Percent of total population	0.2	Percent of occupied units	0.2
Asian or Pacific Islander	278	Asian or Pacific Islander	85
Percent of total population	1.1	Percent of occupied units	0.9
Other race	264	Other race	73
Hispanic origin (of any race)	769	Hispanic origin (of any race)	214
Percent of total population	3.1	Percent of occupied units	2.3

# When Mothers Take Literacy Classes, Children Reap Benefits, Study Finds

By Peter Schmidt

WASHINGTON—Literacy and job-training programs for low-income mothers appear to have a secondary benefit of improving the educability of their children, a study by a women's employment group asserts.

The 18-month study of the families of 463 low-income mothers in adult-education and job programs found that 65 percent of their children demonstrated improvement in at least one of several education-related areas following the women's participation in such schooling.

After taking part in the programs, the study found, the mothers were more likely than before to read to their children, to take them to the library, to help them with homework, and to take an active interest in their schools—activities presumed to have contributed to the youngsters' educational improvement.

The study, released here last month, was conducted by Wider Opportunities for Women Inc., or wow, a Washington-based, nonprofit training organization. Applied Behavioral and Cognitive Sciences Inc., a nonprofit research group in El Cajon, Calif., assisted in the project.

## 'Double Duty'

"What this research tells us is that even very modest investments in the training of mothers can have a positive impact on the educability of their children," said Cynthia Marano, the executive director of wow.

"Such investments can contribute to ending the cycle of illiteracy," she argued. "Dollars spent on such pro-

grams perform 'double duty.'"

The study, funded by the John D. and Catherine T. MacArthur Foundation, gathered data on low-income mothers participating in nine literacy and job-training programs across the nation. More than 900 children of these women were also studied.

All of the children were under age 16, with those ages 6 to 11 constituting the largest group.

Of the 463 mothers surveyed, more than 45 percent reported that their children had improved their grades after the mothers participated in literacy or job-training programs.

"Even though the programs had no intention in their design to influence the educability of children, that effect showed up," said the project's principal researcher, Thomas G. Sticht of Applied Behavioral and Cognitive Sciences.

The children of mothers who participate in such programs, he suggested, "may be in the long run the greater beneficiaries."

Other improvements in the performance of the children studied included:

- Better test scores, reported by 42 percent of mothers;
- Improved reading ability, reported by 42 percent;
- Improved school attendance, reported by 37 percent; and
- More positive attitudes toward school, reported by 54 percent.

In addition to the survey, the researchers conducted 48 in-depth case studies of mothers, children, and the children's teachers. The teachers reported educational im-

provement in at least one area for almost 69 percent of the children in the case studies.

## Issue of Working Mothers

Irene Natividad, the chairman of wow's national commission on working women, noted that the study has been released at a time when "it has been somewhat trendy in some quarters to blame the ills of American society on mothers who go back to work."

"We now have documentation to show the intergenerational impact" of literacy and job-training programs, she said, adding that, "as these mothers build their own skills, they are investing in their children's education as well."

Ms. Natividad said the study's findings do not reduce the importance of investing directly in the education of children, but "should be used to argue for additional support for programs targeting adults—especially mothers."

Ms. Marano suggested that existing literacy and training programs for low-income mothers should incorporate instruction in such areas as how to read to children and how to be an advocate for children in school.

Officials of wow said they intend this fall to launch a project designed to teach the administrators of women's programs ways to increase the intergenerational benefits of their efforts.

Copies of the report, "Teach the Mother and Reach the Child," are available for \$15 each, postpaid, from Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, D.C. 20005.

MASTER

Survey of teachers at Garvin School

12 of 19 teachers

teacher's name

grade

school

(17 class rooms)

June, 91.

FAMILY LITERACY PROJECT TEACHER SURVEY

380-

Please take 5 minutes to answer these questions which will help us to develop an effective family literacy program.

- 1) How many children do you have in your class? 279 - 23 per class
- 2) How many parents of children in your class did you see this past school year in the following situations: (list number of parents)
- Parent-Teacher conferences 217 - 18.1 per class
  - Field Trips 63 - 5.3
  - Observing your class 29 - 2.4
  - Volunteering in your classroom 33 - 2.8
  - Participating in parent/child workshops 27 - 2.3
  - Attending adult education classes (GED/ABE or ESL) 11 - 1
  - Attending Special events (such as fun fair) 60 - 5
  - Attending parent meetings 44 - 3.7
  - Disciplinary meetings 37 - 3.1
  - Other, (list) \_\_\_\_\_

3) How important do you feel it is that parents participate in the following activities:

		Very important		Not important		
		5	4	3	2	1
high	Parent-teacher conferences	<u>14</u>	<u>1</u>	<u>  </u>	<u>  </u>	<u>  </u>
low	Field Trips	<u>7</u>	<u>  </u>	<u>4</u>	<u>1</u>	<u>  </u>
	Observing your class	<u>5</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>  </u>
	volunteering in your classroom	<u>5</u>	<u>3</u>	<u>2</u>	<u>  </u>	<u>1</u>
high	Part. in parent/child workshops (such as computer workshop or family story time)	<u>9</u>	<u>1</u>	<u>1</u>	<u>  </u>	<u>  </u>
	Attending adult education classes	<u>8</u>	<u>1</u>	<u>2</u>	<u>  </u>	<u>  </u>
	Attending special events	<u>7</u>	<u>4</u>	<u>2</u>	<u>  </u>	<u>  </u>
high	Attending parent meetings	<u>10</u>	<u>  </u>	<u>1</u>	<u>  </u>	<u>  </u>
	Disciplinary meetings	<u>9</u>	<u>1</u>	<u>2</u>	<u>  </u>	<u>  </u>
	other : _____	<u>  </u>	<u>  </u>	<u>  </u>	<u>  </u>	<u>  </u>

4) What kind of activities would most meet the needs of the parents of your students in your opinion?

- 10 GED/pre-GED classes
- 9 Skills review (preparing for college or voc. sch.)
- 1 English as a Second Language
- 5 vocational evaluations
- 5 office technology (word processing)
- 4 other vocational training
- 2 Jazzercise
- 12 parenting
- 9 play groups (parent/child)
- 5 computer workshops
- 11 Family Story Time (reading)
- 11 activities to build self-esteem
- 1 other \_\_\_\_\_

5) What are some of the specific needs your students have which a parent program could help with? (please answer on back with any





# Family Literacy Project

of Prairie State College  
140 E. 23rd St., Chicago Heights, IL 60411-4297  
(708) 756-4353/4354

In cooperation with School Districts #163, #170 and S.M.A.

## FAMILY LITERACY PROJECT TEACHER SURVEY

### COMMENTS:

In my opinion my parents need activities that will help students to build self-esteem.

Special attention given to a specific child from his nurturing adult.

They need to communicate better verbally.

The ability to self-discipline and become better able to get along with peers.

Building self-esteem. Improving reading skills.

Discipline and organized play with a purpose (parent and child).

FAMILY LITERACY PROJECT: GAVIN FAMILY SURVEY

1) How long have you lived in the area?

2)  
How many children do you have?

Ages:

Grades:

School (s):

3)  
Have you ever visited the school this past year?  
Why?: Please check your reasons

<input type="checkbox"/> Parent-teacher conferences	<input type="checkbox"/> Field trips
<input type="checkbox"/> Observing your child's class	<input type="checkbox"/> Volunteering in your child's classroom
<input type="checkbox"/> Parent-child workshops	<input type="checkbox"/> Special Events (such as fun fair)
<input type="checkbox"/> Going to classes (GED/ABE, ESL)	<input type="checkbox"/> Parent meeting
<input type="checkbox"/> Disciplinary meetings	
<input type="checkbox"/> Other _____	

4)  
How did you feel when you were there?

<input type="checkbox"/> Comfortable	<input type="checkbox"/> Excited
<input type="checkbox"/> Anxious	<input type="checkbox"/> Happy
<input type="checkbox"/> Nervous	<input type="checkbox"/> Uncomfortable
<input type="checkbox"/> Okay	<input type="checkbox"/> Not sure
<input type="checkbox"/> Angry	<input type="checkbox"/> Sad
<input type="checkbox"/> Tense	<input type="checkbox"/> Other _____

5)  
What do you like about your child's school?

The teachers  
 Special activities for adults and children  
 Gives homework  
 Feels comfortable when you walk in  
 Staff cares about children  
 Other \_\_\_\_\_

6) Is there anything you would change about the school? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what would it be?

7) How important do you feel it is that parents/adults come to the following activities?:

	Very Important 5	4	3	2	Not Important 1
Parent-teacher conferences	_____	_____	_____	_____	_____
Field Trips	_____	_____	_____	_____	_____
Observing your child's class	_____	_____	_____	_____	_____
Volunteering in the class	_____	_____	_____	_____	_____
Parent-child workshops	_____	_____	_____	_____	_____
Special Events	_____	_____	_____	_____	_____
Going to classes (GED, Etc)	_____	_____	_____	_____	_____
Parent Meetings	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____

8) Do you think it is important for parents to help children with their education?

\_\_\_\_\_ Yes, very important \_\_\_\_\_ Somewhat important \_\_\_\_\_ Not important  
\_\_\_\_\_ not sure

9) How do you think parents/adults can help their children in school?

\_\_\_\_\_ Visiting the school \_\_\_\_\_ Helping with homework  
\_\_\_\_\_ Talking with children about school \_\_\_\_\_ Listening to your child read  
\_\_\_\_\_ Reading stories together \_\_\_\_\_ Other \_\_\_\_\_

10) What is the most important thing you think parents/adults can do to help their children with school?

11) How do you think your child does in school?

12)

What things do you do with your child at home?

Listen to child's reading/stories       Talking with children about school  
 Read stories together       Help with homework  
 Other \_\_\_\_\_

13)

What kind of activities would most help your family to help your child?

GED/pre-GED (math/english classes)       Jazzercise  
 English as a second language       parent support group  
 vocational evaluations       computer workshop  
 keyboarding/word processing       Family Story Time  
 other work training       other \_\_\_\_\_  
 skills review (preparing for college or technical school)  
Please specify \_\_\_\_\_

14)

What other things do you think would help your child with school?

Reading club       Big Brother/Big Sister Program  
 Math Club       After school projects  
 Other \_\_\_\_\_

15)

What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing, etc.)

16)

What do you want your child to do with his or her education?

17)

Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School?       yes       no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old?       Yes       No

If yes, what did you like about it?

Have you ever participated in the family literacy project at Gavin School (GED and computer classes)?       Yes       No

GED class       Storytime  
 play group       keyboarding/word processing  
 computer workshop       parenting classes

19) More women than men come to school programs. Why do you think this is true?

20) What things do you think would encourage more men to come to school programs?

21) Employment  
\_\_\_\_\_ work full time \_\_\_\_\_ work part time  
\_\_\_\_\_ work odd jobs \_\_\_\_\_ receive public assistance  
\_\_\_\_\_ use WIC program \_\_\_\_\_ receive Social Security  
\_\_\_\_\_ receive unemployment benefits

22) Household income level  
\_\_\_\_\_ 0 - \$9,999 \_\_\_\_\_ \$10,000-\$14,999 \_\_\_\_\_ \$15,000 or more

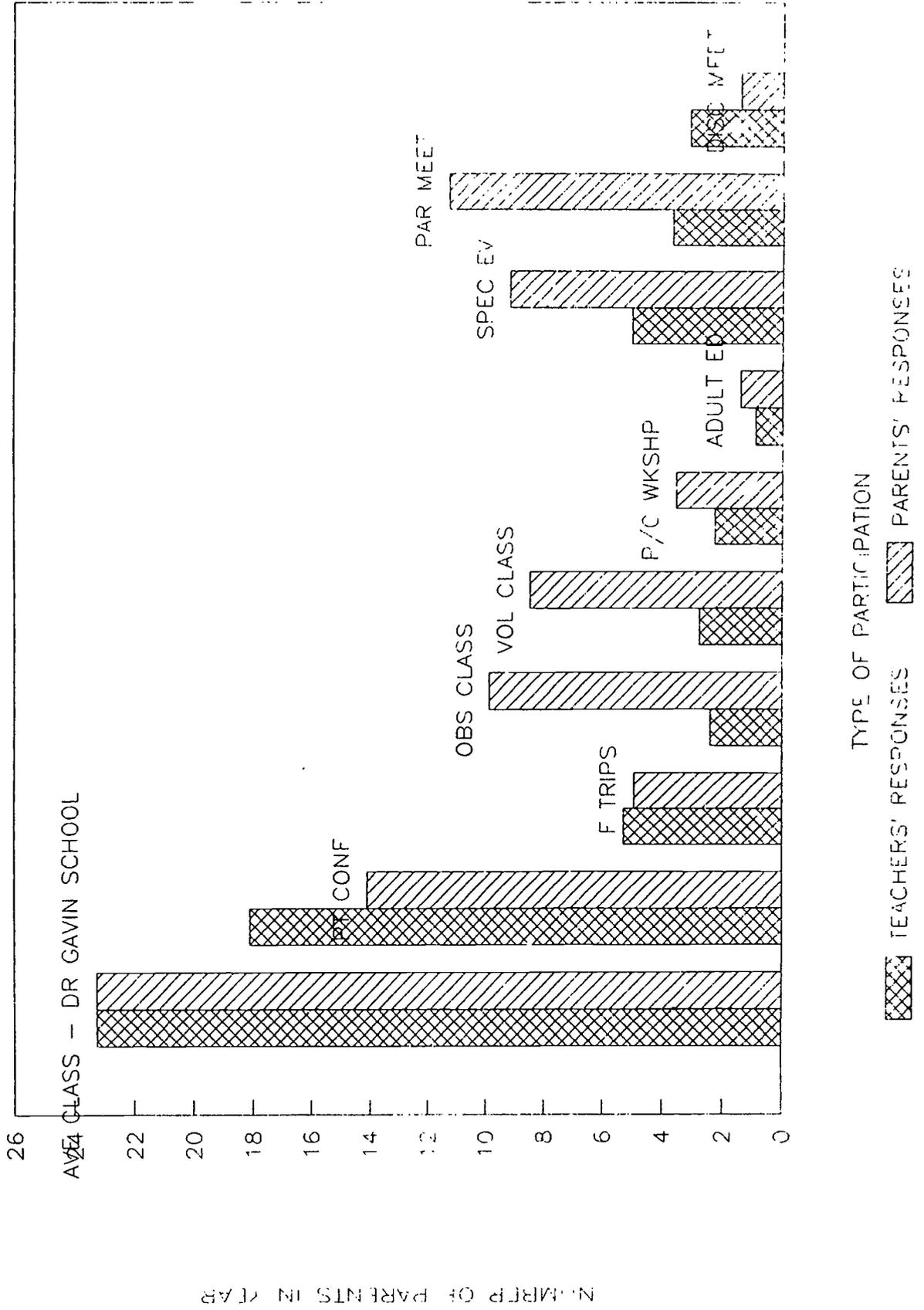
23) \_\_\_\_\_ How many people in your family?  
\_\_\_\_\_ How many children?  
\_\_\_\_\_ How many adults?

24) How are the adults (including yourself) living in the house related to the children?

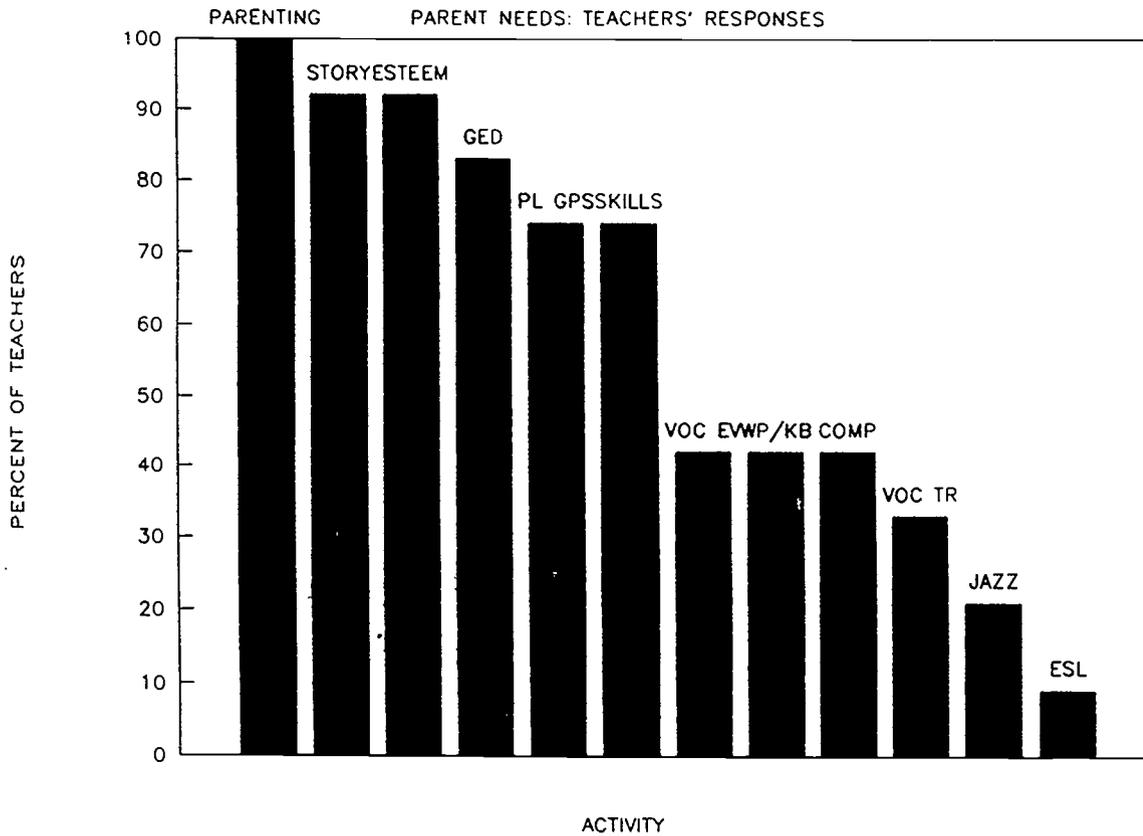
<u>Relation</u>	<u>Age</u>	<u>Years of School</u>
_____ Mother	_____	_____
_____ Father	_____	_____
_____ Guardian	_____	_____
_____ Grandparent	_____	_____
_____ Sister	_____	_____
_____ Brother	_____	_____
_____ Uncle	_____	_____
_____ Aunt	_____	_____
_____ Cousin	_____	_____
_____ Other _____	_____	_____

# DR. GAVIN SCHOOL SURVEY

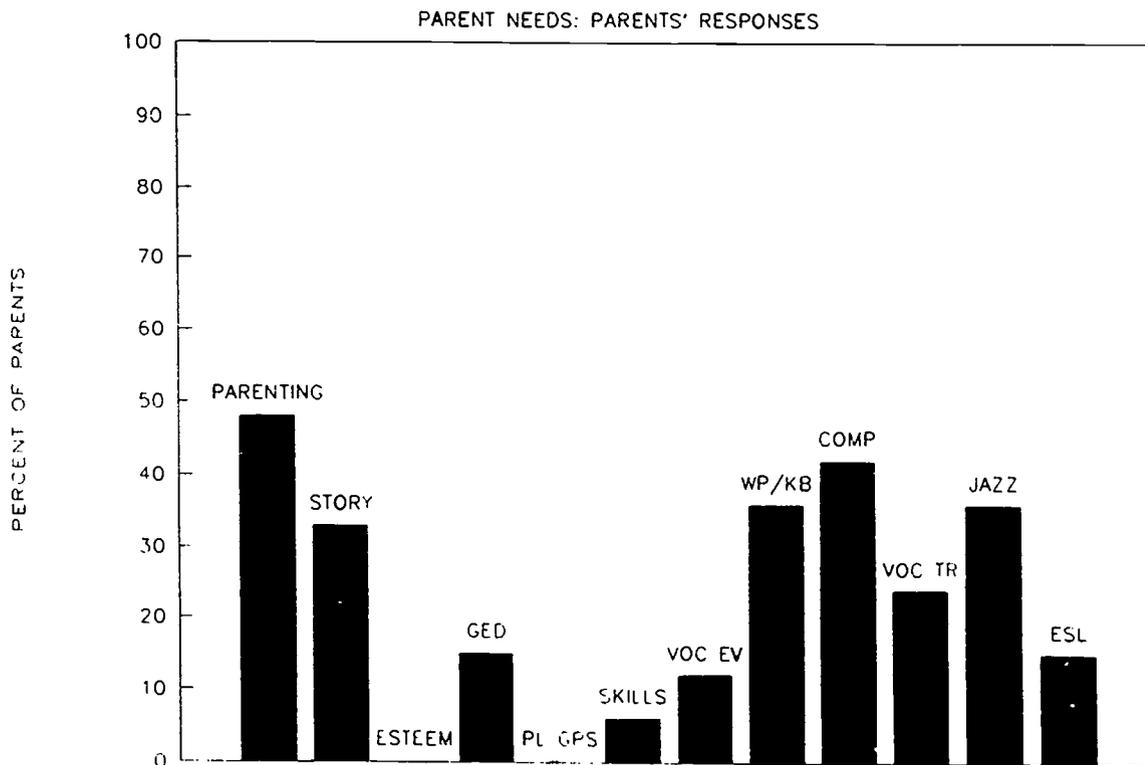
PARENT PARTICIPATION 1990-91



# DR. GAVIN SCHOOL SURVEY



# DR. GAVIN SCHOOL SURVEY



FAMILY LITERACY PROJECT: GAVIN FAMILY SURVEY

1) How long have you lived in the area? Average: 12.4 years

all my life  
since 1984  
6 years  
2 years  
5 yrs  
22 years  
3 yrs  
6 yrs  
5 yrs  
4 months  
3 years  
5 years  
20 years  
17 years  
31 years  
blank  
25 years  
4 years  
33 years  
31 years  
11 years  
born and raised here, just returned 3 years ago  
20 years  
2 weeks  
8 years  
26 years  
1988 - 91  
5 years  
10 years  
4 years  
13 years  
36 years  
over 7 years  
12 years

2)  
How many children do you have? Approximate Average: 4

5  
0  
4  
4  
10  
4  
4  
5  
9  
3  
7

7  
5  
4  
3  
4  
2  
3  
4  
3  
4  
2  
2  
2  
2  
1  
5  
3  
3  
3  
3  
3  
3  
4

Ages: Range: 4 months - adult

7,5,4,2,1  
19,13,10,6,5,3  
12,9,5,4  
7,3,1.5, 4 months  
24,22,19,18,17,16,14,13,3,1  
5,4,2,1  
7,3, 20 months, 4 months  
12,9,7,6,3,2  
20,19,17,14,12,9, others older  
8 - 26  
10,9,8,5,4,8 months  
14,12,11,10,10,3,2  
18,15,9,8,6  
17,8,5,3  
2,10,15  
3,5,7,10  
5,8  
7,3,1  
14,5,3,4 months  
11,6,4  
7,7,6,5  
15,7  
4,5,3  
11,3  
5,7  
3  
11,9,8,7,5  
12,6,5  
5,12,14

3 months,3,9

10,7,5

15.10,12

2,6,7

13.9,7,5

Grades:

1st, Kindergarten

Graduate, 6th, special ed, pre-school

Kindergarten, 4th, 7th

Second, Pre school

blank

Kindergarten

2nd, 3-5 program

6th,4th,2nd,1st

4th, 7th,9th,10th, college

3rd,5th,6th,8th

5th,4th,3rd,1st,pre-school

6th,5th,5th

college, HS, Grammar School

12. 2nd,K,P.S.

5th. 10th

K,2nd,5th

K,3rd

2 Happy Hour (pre school)

9th,K, pre school

6th,1st,Head Start

1st, 2nd

Sophomore. 1st grade

None

6th

1st,2nd

Pre school

6th,4th,2nd,2nd,K

6th,1st,K

K, 7th, 9th

K, 4th

5th, 2nd, K

10th, 5th, 6th

K, 2nd

8th,2nd,4th,K

School (s):

Gavin

Gavin, East View

Gavin

Gavin

Gavin, Washington, Bloom Township

Gavin

Gavin

Gavin

Gavin, Washington, Bloom, Lincoln U

Gavin, Garfield, Washington, Englewood (Chicago)

Gavin, Happy Hour

Gavin



9 Other

Don't know

It's a small school, so everyone can get to know each other and most all of the children

Teachers are great, like their discipline, communication, the support given to parents and kids

Haven't been since I was in school

Excellent administration - teachers and principal

6)

Is there anything you would change about the school? 12 Yes 21 No

If yes, what would it be?

not enough homework

Need more people out at recess to watch children, should be air conditioned in summer so children can work and concentrate better. Lunch room should not be as though its a jail, they need to be controlled of course but atmosphere should be more relaxed and not rushed to finish eating and should be able to get extra milk if they want

Expand the building with separate eating area

Need to get central air, windows that open and see out of

Rules about age

Some of staff room

Air conditioning, gym

Air condition

Bus for the kids

More teachers at recess

7)

How important do you feel it is that parents/adults come to the following activities?:

	Very Important			Not Important	
	5	4	3	2	1
Parent-teacher conferences	<u>29</u>	<u>1</u>			
Field Trips	<u>11</u>	<u>13</u>	<u>7</u>		
Observing your child's class	<u>26</u>	<u>6</u>	<u>1</u>		
Volunteering in the class	<u>14</u>	<u>6</u>	<u>9</u>		
Parent-child workshops	<u>18</u>	<u>7</u>	<u>3</u>	<u>1</u>	
Special Events	<u>16</u>	<u>8</u>	<u>6</u>		
Going to classes (GED.Etc)	<u>19</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>3</u>
Parent Meetings	<u>24</u>	<u>6</u>	<u>2</u>		
Other: <u>Lunch - See what they are eating</u>	<u>2</u>				

8)

Do you think it is important for parents to help children with their education?

33 Yes, very important    6 Somewhat important    \_\_\_\_\_ Not important

\_\_\_\_\_ not sure

Comments: The teacher needs our help and support

9)

How do you think parents/adults can help their children in school?

30 Visiting the school

28 Talking with children about school

26 Reading stories together

30 Helping with homework

28 Listening to your child read

5 Other

Talk and tell them how important knowledge is and how we want others to stop coming to the conclusion that blacks are ignorant and illiterate

Let them stay inside for 1 or 2 hours everyday and watch education program

Constant surveillance

10)

What is the most important thing you think parents/adults can do to help their children with school?

Spending time with them and teaching them

Pay attention to your child

Visiting the school

Make school enjoyable by getting involved with their school work, participate with them in certain school activities

Support them all the way

To get involved makes child feel responsible

Talk to them while they are small about the importance of school even if the parent doesn't have their education. Their child can. Ask them about their school day, work problems. Praise the child when they do good and say its okay to make mistakes sometimes too.

Help them alot when they're at home. make their homework fun so that they will enjoy it more

Visiting the school

Let them have more homework

blank

blank

11)

How do you think your child does in school?

Good

Poor

O.K.

Well

Very well

Don't know

I think very very well, to the point that I feel he may need to be in a higher grade or may even become stagnant. His brain can suck in more than he may be getting.

Good

Fair

blank

Okay

Well

Fair

I think they do good one on one

Fine

Okay

Very well

Good

Good

Very good

They are doing quite well

I think she does very well

Blank

Fine

They both do okay

Blank

Good

Well

Blank

Well

Fair

Fair

Very well

Fair

12)

What things do you do with your child at home?

23 Listen to child's reading/stories

25 Talking with children about school

19 Read stories together

25 Help with homework

5 Other \_\_\_\_\_

Color, cook, watch tv, talk

Travel

Go places, travel

Play games

Play with child

13)

What kind of activities would most help your family to help your child?

5 GED/pre-GED (math/english classes)

12 Jazzercise

5 English as a second language

16 parent support group

4 vocational evaluations

14 computer workshop

12 keyboarding/word processing

11 Family Story Time

8 other work training

2 other \_\_\_\_\_

Parent/Child Rap Session -  
parenting class

Sociology

2 skills review (preparing for college or technical school)  
Please specify \_\_\_\_\_

14)

What other things do you think would help your child with school?

27 Reading club                      12 Big Brother/Big Sister Program  
24 Math Club                              16 After school projects  
\_\_\_\_\_ Other \_\_\_\_\_

15)

What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing, etc.)

blank

How to help child with homework

Word processing

blank

word processing and typing

Get GED

Budgeting class

GED

Computers

Typing

blank

blank

blank

Word processing

Word processing

blank

Word processing

Get a GED, math, be a nurses aide

Help child with homework, word processing

Blank

Computer and a second language such as Swahili and Spanish

None

Get a GED

Blank

Word processing, typing

Blank

GED

Blank

How to help child with homework, typing

Reading

Get a GED, math, projects to help better myself

Math

How to work on computers

Blank

16)

What do you want your child to do with his or her education?

Learn

Go to college

Go to college

Make him or her able to survive in this worlds fast paced system

Continue education

Use it to the best of their ability  
 Get enough education to support their self  
 Make a better life for himself and herself  
 Be successful, learn all they can learn  
 blank  
 Get better  
 blank  
 Further it!  
 Make a goal, learn more  
 I want them to learn all there is to learn so they can get a good job  
 Become somebody  
 Lawyer  
 A Policeman  
 To use it wisely and go on to another school of higher education  
 Use it to their fullest extent, also continue their learning after graduation  
 To obtain a job that is right for them and to be adequately paid for it.  
 Waitress, nurse, doctor. She plans on doing this one step at a time  
 Go forward in life  
 Come out at the end of the year with flying colors  
 Blank  
 Blank  
 Blank  
 Blank  
 Be whatever their heart desire  
 To better themselves. To have a job/workman  
 Go to college  
 Go to college  
 Blank

17)

Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School? 19 yes 13 no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old? 4 Yes 26 No

If yes, what did you like about it?  
 Songs, games, snacks, education

18)

Have you ever participated in the family literacy project at Gavin School (GED and computer classes)? 11 Yes 22 No

<u>5</u> GED class	<u>4</u> Storytime
<u>4</u> play group	<u>3</u> keyboarding/word processing
<u>5</u> computer workshop	<u>4</u> parenting classes

19)

More women than men come to school programs. Why do you think this is true?

Men don't care & are competing against men in what used to be their domain field

ego, most men may feel that they have to admit to being wrong about something or just not knowing.

Because men are not forcefully targeted through the advertisements.

More women are heads of house

Because there are more households with women & children.

because mothers are more involved

Because there are not very many men at home, some kids don't have fathers, Men are too proud.

Because Mother is closer to their child than father does not saying father doesn't but mother has this special meaning. and plus some fathers work a lot

Mothers don't pressure the fathers to do it. women usually did it, men were breadwinners.

Because most kids only live with their mother

Because most of the parents here are single

Yes, They don't know where school is.

because men think it a woman's job. to do that kind of thing

Women care a little more about their children

MEN ARE LAZY

because most mothers are more concerned

because some don't care for their children and a lot of them don't feel comfortable in the school

Because women are more sensitive and understanding.

They are ashamed. Not doing anything at home

Because a lot of the fathers are not living with their children. No Family Setting Maybe if there were something like Father & son Program.

Because, Now more women work in the day or go to school

No men

The times is changing

Women

because

don't know

blank

blank

blank

blank

blank

blank

blank

blank

20) What things do you think would encourage more men to come to school programs?

To have men and boys days, men workshops: crafts, cars, real and play wood shop, repair shop

I don't know because I take care of my own kids

If they did some things with the men, summer programs: fishing, hunting, sports that brought men

blank

blank

blank

Show them where the school is

blank

The learning of their children

blank

blank

Sports programs, auto mechanic

Maybe sports, tech training

Have a male teacher as well as a female teacher

Sports and carpentry; shop classes, sometimes art.

Don't know

I don't know

blank

blank

blank

blank

blank

Demand

A tutoring outside of school for families at home. Projects at home which involves staffs and talk and then have them come in

Sports Night

blank

Maybe if there were something like father and son program

21)

Employment

6 work full time

3 work part time

3 work odd jobs

21 receive public assistance

12 use WIC program

5 receive Social Security

1 receive unemployment benefits

other: missionary/foster care

22)

Household income level

19 0 - \$9,999 6 \$10,000-\$14,999 3 \$15,000 or more

23)

\_\_\_\_\_ How many people in your family? 6,4,5,n,na,5,6,7,9,7,7,9,6,5,4,6,4,4,7,5,5  
3,3,4,3,8,5,4,5,5,4,4,5

\_\_\_\_\_ How many children? n,2,4,n,na,4,4,6,7,6,6,4,3,4,2,3,5,3,4,2,2,2,1,7,3,3,3,  
4,3,3,4

\_\_\_\_\_ How many adults? n,2,1,n,na,1,2,1,1,1,2,1,1,2,2,1,2,2,1,1,1,2,2,1,2,2,2,1  
1,1,2

24)

How are the adults (including yourself) living in the house related to the children?

<u>Relation</u>	<u>Age</u>	<u>Years of School</u>
_____ Mother	_____	_____
_____ Father	_____	_____
_____ Guardian	_____	_____
_____ Grandparent	_____	_____
_____ Sister	_____	_____
_____ Brother	_____	_____
_____ Uncle	_____	_____
_____ Aunt	_____	_____
_____ Cousin	_____	_____
_____ Other	_____	_____

mother, sister, brother	n	n
mother, father	38,34	12
mother	30	-
blank		
na		
mother	22	11
mother, father	27,26	12 (some college)
blank		
mother, brother/uncle	41,19	11, 12
mother		
mother	27	
mother, father		12
mother		12
mother	31	10
mother, father	37,30	12
mother, father	25,26	12
mother	25	11
mother, father	33,34	14,13 (some college)
mother, father	31,36	12
mother	33.5	12 years, 2 yrs tech school
mother	20	10
mother, father	33,37	12, 14 (some college)
mother, father	26,30	1 yrs college, 3 yrs college
mother	29	
mother	27	11
mother	36	12
mother, grandparent	24,46	GED
mother	29	11
Blank		

12)

What things do you do with your child at home?

Listen to child's reading/stories       Talking with children about school  
 Read stories together       Help with homework  
 Other \_\_\_\_\_

13)

What kind of activities would most help your family to help your child?

GED/pre-GED (math/english classes)       Jazzercise  
 English as a second language       parent support group  
 vocational evaluations       computer workshop  
 keyboarding/word processing       Family Story Time  
 other work training       other \_\_\_\_\_  
 skills review (preparing for college or technical school)  
Please specify \_\_\_\_\_

14)

What other things do you think would help your child with school?

Reading club       Big Brother/Big Sister Program  
 Math Club       After school projects  
 Other \_\_\_\_\_

15)

What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing, etc.)

16)

What do you want your child to do with his or her education?

17)

Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School?       yes       no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old?       Yes       No

If yes, what did you like about it?

18)

Have you ever participated in the family literacy project at Gavin School (GED and computer classes)?       Yes       No

GED class       Storytime  
 play group       keyboarding/word processing  
 computer workshop       parenting classes

19) More women than men come to school programs. Why do you think this is true?

20) What things do you think would encourage more men to come to school programs?

21) Employment  
\_\_\_\_\_ work full time \_\_\_\_\_ work part time  
\_\_\_\_\_ work odd jobs \_\_\_\_\_ receive public assistance  
\_\_\_\_\_ use WIC program \_\_\_\_\_ receive Social Security  
\_\_\_\_\_ receive unemployment benefits

22) Household income level  
\_\_\_\_\_ 0 - \$9,999 \_\_\_\_\_ \$10,000-\$14,999 \_\_\_\_\_ \$15,000 or more

23) \_\_\_\_\_ How many people in your family?  
\_\_\_\_\_ How many children?  
\_\_\_\_\_ How many adults?

24) How are the adults (including yourself) living in the house related to the children?

<u>Relation</u>	<u>Age</u>	<u>Years of School</u>
_____ Mother	_____	_____
_____ Father	_____	_____
_____ Guardian	_____	_____
_____ Grandparent	_____	_____
_____ Sister	_____	_____
_____ Brother	_____	_____
_____ Uncle	_____	_____
_____ Aunt	_____	_____
_____ Cousin	_____	_____
_____ Other _____	_____	_____

## INTERVIEW GUIDE

Hello my name is \_\_\_\_\_ and I am helping with a survey for the family literacy project of Prairie State.

(Introductions)

They are trying to find out what the families at Gavin think about school and programs. We will fill the survey out together and talk about some of the questions. (if you are going to tape the session, talk about this at this time and get people's permission).

(hand out survey and assist with filling it out)

(Interviewers can go through and read each question and discuss after people complete the survey)

### Questions for Discussion

3)

If people have not visited the school, discuss the reasons why they have not visited. Possible questions: Are you uncomfortable? Have you been asked to visit? Is it hard for you to get there? Do you need someone to watch your other children?

4)

Discuss those feelings. Possible questions: Have you thought about why you feel the way you do when you visit the school? What kind of memories do you have about school?

5) and 6)

If people like things about the school that are not on the list, get them to talk about those things. If they want some changes, find out what they are. Possible questions: Do you want teachers to call you at home more? Do you like the teacher's attitude? Would you like more programs for families?

9), 10), 11) and 12)

If someone does not think parents should be involved, ask why. Find out what things (that are not on the list) they think are important for parents to do. Possible questions: What things do you think all parents should do for their kids in school? What things would you do with your kids if you had time or knew how to do them?

15) and 16)

Possible questions: Do you want to learn to read better? Would you like to brush up on your math? Would you like to learn how to use a computer? Do you think if your child does well in school they will be able to get a good job? Do you want them to go to college? To a technical school to learn computer skills, plumbing, construction, electronics, etc?

17)

Possible questions: Do you think family programs help families find time to be together? Did you like learning things together? Did it give you a chance to meet the teachers? Did it make you feel more comfortable being at the school?

19) and 20)

Possible questions: Do men feel less comfortable at school than women do? Why or why not? Are the activities offered things that would interest men? If there were sports nights would men be more likely to come?

For more information on the Prairie State College Family Literacy Project or on this survey and report, contact us at the address below. For additional copies of the report, please enclose \$3.00 each, payable to Prairie State College.

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