Literacy Services in San Antonio
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ACKNOWLEDGEMENTS

Many thanks to all the organizations and individuals in San Antonio who talked with us about their work and their dreams for a future where high levels of literacy are an accepted and expected norm. Your time is valuable and your contributions to this report helped frame both the issues and the recommendations.

Thanks also to the Junior League and its partners in literacy San Antonio for its understanding of the pervasive nature of low literacy and its vision for a new future and for its help in setting up site visits, focus groups and interviews.
EXECUTIVE SUMMARY

BACKGROUND

The ability to read, write, comprehend, compute and problem solve are essential for every individual to succeed. Across the country communities are coming together to explore the benefits of collaboration around the critical issue of low literacy skills. The power of these collaboratives comes from the alignment of civic leadership, the funding community and the networks of service provision working together with a shared vision of 100% literacy through 100% community engagement.

Communities come together because they decide that literacy is essential:
- for families to promote education and learning within the home
- for children to succeed in school
- for people to become employed, self-sufficient and climb a career ladder
- for people to make informed decisions about civic, environmental and health issues
- for people to navigate in this new information and technological era
- for communities to combat the forces of poverty and crime
- and for employers to grow their businesses

This report is a companion piece to the Needs Assessment and Funding Analysis. The following is a summary of the literacy needs identified in the Needs Assessment:

1. In some San Antonio neighborhoods 50 – 60% of pre-school children are not enrolled in any daycare (UT Health Science Center - Texas Early Education)

2. Children from single parent families and those in poverty have limited pre-reading skills to succeed in kindergarten. (NAAL, 2003)

3. Only 34% of SAISD students meet the requirements of all TAKS tests at the 10th grade level (TEA, 2007)

4. 70% of dropouts tested under 7th grade reading level (Friedman Foundation report)

5. African Americans and Hispanic populations have the lowest literacy levels, followed by others living in poverty. (NAAL, 2003)

6. 19.44% of individuals age 25 and older (234,309) in the San Antonio MSA have not achieved a high school diploma or a GED. (U.S. Census Bureau, 2006)
7. 108,000 of San Antonio residents aged 5 and over speak English ‘not well’ (U.S. Census Bureau, 2006)

8. Estimates suggest that adult literacy service providers are reaching fewer than 5% of those who could benefit from their services. (Workforce Solutions – Alamo, Literacy Committee report)

PURPOSE

Three reports were commissioned by the Junior League of San Antonio: Needs Assessment, Assessment of Current Services and a Funding Analysis. The Junior League has recognized low literacy as a critical issue in the San Antonio area and is working to help develop strategies and build solutions for the issue. Community leaders assisted in the development of an ambitious comprehensive plan to address the problem, and encourage all community stakeholders to unite and work together to increase literacy skill levels.

The Current Services Report aims to describe the following:

1) the existing programs that offer literacy services; 2) the needs of the learners, instructors and administrators in those programs; and 3) recommendations for expansion and growth within the current system.

FINDINGS

From early child care and kindergarten readiness to meeting employers’ current workforce requirements and seniors’ health literacy support, people need more literacy skills. In San Antonio literacy providers and the network of organizations supporting them want a better way to meet these challenges.

Specifics of strengths and gaps in the service delivery system are detailed in the following pages.

1. There is no systematic communications/transition plan between schools and early child care centers and parents to communicate kindergarten standards and expectations thus ensuring a success for the child.

2. An early childhood literacy program for child care centers has not been incorporated universally in San Antonio.

3. There has been a reduction in family literacy programs over time.
4. There are opportunities to increase the number and effectiveness of after school programs tying the activities closer to the child’s literacy and school needs.

5. The number of adults with limited literacy underscores the importance of investing in effective services.

6. The two key ways to measure service effectiveness and capacity are through (1) access, the ability of the system to reach and enroll new students; and (2) program and system quality. Access refers to the ability of the system to successfully recruit new students and is a major issue in San Antonio.

7. English proficiency is a major issue in the community.

8. There is no centralized tracking or coordinated evaluation of the impact of local literacy services. Each funding silo comes with its own accountability system; the systems are not easily integrated to provide a standardized evaluation picture. It is not possible to fully determine return on investment of either funders’ dollars or learners’ time and effort until all information is centralized and evaluated using compatible measures and tools.

9. The outreach efforts of providers are fragmented and insufficient to attract the interest of substantial numbers of learners.

10. The community at large is not familiar with either the issues or the impact of limited literacy on the local economy.

11. Retention of learners once they are enrolled in programs is the major concern of all the out of school youth and adult learning providers.

12. Training and curriculum support is available from a number of different organizations but they are not coordinated around the issue of literacy and usually only those funded by that funding source has access. Many providers need training in targeted curricula and best practices for workforce, health, financial, family and computer literacy, as well as in strategies best suited by age group and ability.

13. Many provider sites begin sessions with full classrooms and end the semester with empty slots.

14. Providers note that they do have space or the ability to develop satellite sites but not the funds to cover costs.

15. Out of school youth have few programming alternatives.
16. There are few vocational and workplace training programs for those reading below and
eighth grade reading level even though there is a demand by employers for skilled workers.

17. Employers have not embraced the concept of workforce literacy with their lowest skilled
employees.

RECOMMENDATIONS

Literacy providers are unanimous in their support of a collaborative approach to addressing this
community crisis. Focus group participants and interviewees were engaged in developing
innovative ways to address the issue.

FOCUS GROUP RECOMMENDATIONS FOR CHILDREN’S LITERACY

1. Increase the number of family literacy programs available

2. Increase childcare programs in adult literacy locations

3. Train childcare providers to help parents support children’s learning

4. Build literacy learning environments with lots of pre-reading support materials

5. Increase numbers of volunteers to read to children

6. Create a system for universal pre-kindergarten

7. Create kindergarten visits for staff and children to make smooth transitions and maximize
literacy skills with teacher understanding of needs and expectations

8. Provide opportunities for early childhood program teachers, parents and kindergarten
teachers to meet and plan children’s transition into kindergarten

9. Train pre-kindergarten teachers in state standards and provide support to help them meet
those standards

10. Identify and provide support to home-based providers

11. Create an incentive system for caregivers in this network

12. Develop creative timing and scheduling opportunities for training

13. Develop a materials and resource partnership with the library for rotating collections
14. Increase the capacity of programs that offer home visits

15. Train home visit specialists in supporting pre-reading skills

16. Get books into the hands of children

17. Support the school districts plans that are in place to increase kindergarteners skills

18. Explore pre-kindergarten summer school for at-risk children

19. Increase the numbers of volunteers trained to read to children in kindergarten

20. Work with civic and nonprofit afterschool providers to infuse literacy into all afterschool activities

21. Provide additional literacy training to afterschool teachers

22. Train arts and sports organizations to include literacy as a part of the activities they offer; assist in developing curriculum

23. Support the P-16+ Council recommendations.

FOCUS GROUP RECOMMENDATIONS FOR ADULT LITERACY

1. Develop a coordinated literacy infrastructure to increase and track the number of adult students who are recruited, retained and complete their course of study.

2. Priority attention should be given to the following in developing the community literacy plan:

   ○ ESOL and Vocational ESL services
   ○ High needs sections of San Antonio
   ○ Workforce and vocational literacy programs
   ○ Financial literacy services
   ○ Health literacy services and network
   ○ Computer centers and instruction
   ○ Expansion of community learning centers
   ○ Services for the incarcerated or newly released
○ Literacy services outside the urban areas

3. Identify locations where adult literacy services can be started or included in other programs

4. Provide contextualized curriculum and training to align with student’s family, health, financial and workforce needs

RECOMMENDATIONS - OVERARCHING

As actions for increasing access and quality development take place, programs that are ready to build their capacity and increase service levels will probably need the following:

○ Staff development and training

○ Effective evaluation and accountability procedures

○ Volunteer recruitment

○ Classroom expansion

○ Centralized tracking and coordinated evaluation

○ Marketing

○ Establish shared standards

○ Infuse literacy activities into other community programs

○ Funding development
BACKGROUND

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Communities come together because they decide that literacy is essential:

- for families to promote education and learning within the home
- for children to succeed in school
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- for people to navigate in this new information and technological era
- for communities to combat the forces of poverty and crime
- and for employers to grow their businesses

This report is a companion piece to two other reports – the Needs Assessment and the Funding Analysis. The results of the Needs Assessment confirmed what many in the community already knew – that there is an urgent need to form effective partnerships to increase literacy levels in the area.

Critically low literacy has been identified by educators, funders, and community leaders as an important issue to address if San Antonio is to thrive. LITERACY San Antonio was formed to spearhead a coordinated approach to raise literacy levels. The organization is committed to significantly and permanently raise literacy levels in Greater San Antonio by empowering all residents to become literate and active community members.

The Junior League of San Antonio acts as the unifying agent for the community by:

- ADVOCATING for literacy programs
- Raising AWARENESS about the breadth of the problem
- Taking ACTION and urging others to do so
This good work has formed the foundation on which to build collaboration and coordination to increase literacy levels and build capacity in the future. The effectiveness and quality of literacy service provision through the spectrum of lifelong learning determines the literacy levels in the community and it is clear from the Literacy Needs Assessment that low literacy in San Antonio is a crisis:

1. In some San Antonio neighborhoods 50 – 60% of pre-school children are not enrolled in any daycare (UT Health Science Center - Texas Early Education)

2. Children from single parent families and those in poverty have limited pre-reading skills to succeed in kindergarten. (NAAL, 2003)

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Defining terms is important in a project of this nature so that all stakeholders understand the same contexts. The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society."
Poverty and low literacy go hand in hand. The zip codes with the lowest literacy levels include:

<table>
<thead>
<tr>
<th>Zip codes without high school diploma or GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>78207 (59.4%)</td>
</tr>
<tr>
<td>78237 (57.1%)</td>
</tr>
<tr>
<td>78252 (56.5%)</td>
</tr>
<tr>
<td>78211 (55.0%)</td>
</tr>
<tr>
<td>78208 (52.8%)</td>
</tr>
<tr>
<td>78225 (48.9%)</td>
</tr>
<tr>
<td>78204 (48.6%)</td>
</tr>
<tr>
<td>78203 (46.8%)</td>
</tr>
<tr>
<td>78214 (46.7%)</td>
</tr>
<tr>
<td>78202 (45.3%)</td>
</tr>
<tr>
<td>78210 (43.6%)</td>
</tr>
</tbody>
</table>

Census tracts in San Antonio with greatest need (above 50% without high school diploma or GED) represent areas for focused intervention:

<table>
<thead>
<tr>
<th>&gt;60%</th>
<th>55% &gt; 60%</th>
<th>50% &gt; 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1701.01 (71.6%)</td>
<td>1708 (60.1%)</td>
<td>1103 (55%)</td>
</tr>
<tr>
<td>1710 (66.6%)</td>
<td>1605</td>
<td>1110</td>
</tr>
<tr>
<td>1105 (65.9%)</td>
<td>1711</td>
<td>1714</td>
</tr>
<tr>
<td>1505.01 (65.5%)</td>
<td>1303</td>
<td>1613.01</td>
</tr>
<tr>
<td>1704.01</td>
<td>1609</td>
<td>1716</td>
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<tr>
<td>1701.02</td>
<td>1501</td>
<td>1607.01</td>
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<td>1107</td>
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<td>1504</td>
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<td>1505.02</td>
<td>1906.01</td>
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<td>1707</td>
<td>1506</td>
<td></td>
</tr>
<tr>
<td>1703</td>
<td>1307</td>
<td></td>
</tr>
<tr>
<td>1610</td>
<td>1715 (50.3%)</td>
<td></td>
</tr>
</tbody>
</table>

The school districts serving these zip codes face greater challenges than some of the more affluent school districts.
PURPOSE

Three reports were commissioned by the Junior League of San Antonio: Needs Assessment, Assessment of Current Services and a Funding Analysis. The Junior League has recognized low literacy as a critical issue in the San Antonio area and is working to help develop strategies and build solutions for the issue. Community leaders assisted in the development of an ambitious comprehensive plan to address the problem, and encourage all community stakeholders to unite and work together to increase literacy skill levels.

The Junior League believes that working together is vital because so far literacy providers working separately have been unable to reverse the negative literacy situation, despite many years of hard work on the problem. This Current Service Assessment, conducted by Literacy Powerline, seeks to determine the capacity of the system and make recommendations to guide the future planning process. The scope of the study includes identifying the broadest range of literacy services provision and highlight the work currently being accomplished by literacy service providers and to determine:

- the needs of service providers
- gaps in services
- strategies toward service improvement

Literacy Powerline is a nationwide consulting network that assists communities in assessing local needs and building the plans and structures to increase literacy, developing strong communitywide collaborations that have measurable positive impact on people's lives and communities.
METHODOLOGY

To complete this assessment the following activities took place:

- A survey of service providers
- Selected site visits
- A review of organization’s websites and printed materials
- Focus groups and interviews
- A review of reports and recent research

The study consultants were not able to visit all service providers although we invited all we knew about to participate in the survey and in the various focus groups. This study focuses on: 1) the existing programs that offer literacy services; 2) the needs of the learners, instructors and administrators in those programs; and 3) the capacity for expansion and growth within the current system.

The serious lack of literacy skills among area residents poses a threat to local economic development. Providing effective literacy instruction in San Antonio and meeting the diverse needs of learners with limited literacy skills or English proficiency is a major challenge, but one that must be met.

To gather information, consultants conducted site visits at literacy service provision locations throughout San Antonio. The consultants observed and learned about a wide range of instructional models and conducted interviews with learners, instructors and program administrators. The report summarizes the information gathered and represents the collective opinions of participating community members.

San Antonio’s literacy service provision includes early childhood programs, community-based organizations, faith-based programs, library programs, state adult education programs, correctional institutions, family literacy programs and the K-12 education system. The survey results showed the components of this network are not generally collaborative, do not use the same accountability measures, and are not identified in any one data location. Funding comes to programs in San Antonio through a complicated web of funding streams, including state and federal grants, private foundations, corporations, and individual donors (see Literacy Funding Analysis). To improve literacy services in San Antonio, there is an urgent need for literacy programs to understand what each brings to the table and work together to build the capacity of the system to serve the many un- and underserved people in the county. A collaborative approach
will lead to improved access to current services, fewer gaps in those services, and more funding opportunities. The following steps were taken to complete the project:

**TASK A: IDENTIFY PROVIDERS**

There was not a comprehensive literacy provider directory in place and few people knew about all the services offered. The Junior League developed a listing of some of the services providers and this provided a starting point. As the work proceeded other organizations were identified and added to the list. There are doubtless more organizations that are still to be indentified and the listing should be considered as dynamic.

**TASK B: DEVELOP PROVIDER SURVEY**

In order to gather a broad range of information across a good sample of service providers to capture the range of programs and scale of effort a survey was prepared and distributed to providers. The survey questions were developed by the consultants and Survey Monkey was the survey instrument used to administer the survey. The survey questions are attached in the appendices. The Junior League sent out invitation letters to providers explaining the reason for the data gathering process and requesting participation. The survey was distributed electronically through Survey Monkey and thirty providers responded representing the full range of provision. The survey included questions regarding:

- Organizational information
- Services
- Staffing
- Volunteers
- Learners
- Funding
- Transportation
- Challenges
TASK C: DISTRIBUTED SURVEY

Providers received notification by email describing the need for the survey and requesting that they complete the on-line form. Providers had ten days to respond and reminder phone calls were made at the end of that time. For sites requesting it surveys were mailed, faxed or completed by phone.

TASK D: SITE VISIT SELECTION

A random sampling of sites were also visited during the process. The consultants and Junior League determined site visit locations and arranged the visits, ensuring a wide range of representative program types, geographic areas and age groups served.

TASK E: CONDUCT LEARNER INTERVIEWS AND SITE OBSERVATIONS

The consultants interviewed learners, instructors and program administrative staff to learn more about programs and services.
OVERVIEW OF CATEGORIES OF SERVICE PROVISION

Current program services can be categorized in the following organizational types:

**Early childhood programs** – home and community based programs offering preschool children opportunities to gain pre-reading skills needed to succeed in school.

**K-12 Literacy Education** – the components of the school system that prepares children to be successful readers.

**Out-of-school programs** – program services for youth ages 16 – 21 designed to help learners receive their GED or high school diploma. These programs are often supported by volunteers and mentors.

**English as a Second Language programs** – classes designed to develop the language and literacy skills of adults whose primary language is not English. Vocational ESL (VESL) classes are specifically designed to help adults acquire workplace literacy skills, gain employment and advance in the workforce.

**Adult Basic Education/GED preparation/adult high school programs** — program services to help adults improve basic reading, writing and math skills and/or gain a high school diploma or GED.

**Literacy programs** – program services to help build an educational foundation for those with limited reading writing, and communication skills. This foundation is necessary for learners to transition into more advanced education and vocational training programs.

**Credential and Certificate programs** - program services leading to basic qualifications in vocational skills.

**Apprenticeship programs** – formal, on-the-job training and other related instruction leading to journeyman status in a skilled trade or craft.

**Vocational training programs** – pre-employment training in soft skills for work success, or specific training for vocational careers.

**Parole and Probation programs** – these program services assist those in the correctional system in gaining employment.
KEY SERVICE PROVISION NETWORKS

The major literacy services in San Antonio are delivered by a small number of agencies and organizations with multiple sites funded with both public and private resources. For most of these organizations literacy is a component part of a much broader mission. These include the early childhood programs coordinated by the city of San Antonio Community Initiative Department, school programs over the fifteen school districts coordinated by Region 6 Education Service Center, programs of the United Way of Bexar County, the initiatives of the Mayor’s Office (including the Mayor’s Commission on Literacy) and the WorkForce Solutions-Alamo, a program of the regional Workforce Investment Board. Other collaborative entities, including the Chamber of Commerce, Neighborhood Initiatives and the P-16 + Council, provide support around specific literacy issue areas.
DETAILS OF PROGRAM SERVICES

EARLY CHILDHOOD

San Antonio has a range of programs for very young children from Head Start and Early Head Start programs offered in partnership with the school districts and Avance to home-based day care programs and site-based childcare programs. These programs serve children from a few months in age to pre-kindergarteners. Many are excellent programs but many more may not meet state standards and may not include pre-reading and emergent literacy in their programming. One reason for this is that there is no mandatory requirement to do so and another is many of the staff may not be required to have more than a GED and do not have the background and education themselves to ensure that children are prepared and ready to succeed in kindergarten. Focus group participants noted that many preschool programs do not have well trained staff nor comply with state standards. To address the need for additional capacity and increased quality and there is opportunity to expand the delivery system, improve on the system and increase the numbers of children enrolled. However, it is difficult to determine accurately the percentage of children benefiting from pre-kindergarten experiences with no central tracking or coordination.

Children entering kindergarten who are not kindergarten ready are described by teachers as not knowing the basic counting, sorting, number and letter identification or oral vocabulary needed to keep up with better prepared peers. A number of organizations in San Antonio have focused on this issue over the past several years including the City of San Antonio’s Department of Community Initiatives coordinating GoCityKids before and after school programming, OurCityKids directory of children’s programs and the Smart Start Initiative which has trained over 8,000 childcare providers and awarded grants to support childcare centers working on improvement and implementing a mentoring for childcare accreditation program.

San Antonio’s early childhood providers are linked through a variety of networks to services and support like the San Antonio Neighborhood Network and the Texas Early Childhood Education Coalition working in partnership with the Texas Licensed Childcare Association advocating for improved quality childcare supporting publicly funded Pre-K and an increase in state reimbursement rates to expand services. Some early childcare providers are implementing the National School Readiness Indicators Initiative funded locally by the Annie E. Casey Foundation and there have been efforts to improve services, however, in focus groups participants noted that ‘many childcare providers are not well trained and there are few pre-reading activities available to help prepare children for kindergarten’.
Positive Beginnings and the Family Service Association promote the use of well qualified staff, outstanding resources and alignment of curriculum to state and national standards but a great deal of work remains to be done to raise the quality of service and improve the results. A focus group participant noted that many children entering kindergarten in her school district ‘were unable to count and recognize colors and were not prepared for a classroom environment.’

Because of the need to increase the number of childcare slots where children would have an exemplary experience many considered that replicating outstanding local programs like Precious Minds, New Connections and the pediatric literacy initiative, Reach Out and Read, would be an important step for the LITERACY San Antonio.

Many parents do not know how to access resources to help them navigate complex systems to assist in good parenting including education, health, and available library services. Community members expressed concern that children have not been prepared effectively either by parents or by pre-school providers. Providing services to families helps to break the cycle of intergenerational low literacy which in turn leads to breaking the cycle of poverty. At a site visit staff commented that day care providers need to “understand what literacy is and the importance of brain development, how to construct a curriculum and understanding “why” they are doing what they are doing. At this point they don’t all have the professional development opportunities to do this”. A focus on improving literacy and lifelong learning in the community is needed with replication of exemplary programming and targeted support for those programs not meeting standards. Participants asked that the following factors be included in dialogue to scale up and improve local services:

- Currently not all local child care program's use the same tools to measure a child’s progress
- Carers do not have effective curriculum to enable pre-schoolers to prepare for kindergarten with research-based, developmentally-appropriate tools.
- Child care staff have not all had the same quality or intensity of training in preliteracy skill building.
- Child care staff do not all have the appropriate training to promote family involvement in literacy activities.
- Not all programs access books and educational toys that help to build pre-reading and literacy skills.

Providers commented that parent education, knowledge and confidence, especially for low income and low literacy level families, can be enhanced through a coordinated child care system.
One provider said, “if we can just provide good early childhood experiences for all children they will come to school much more ready to learn and succeed.” In all discussions with early childhood providers it was clear that every person was dedicated and committed to providing the very best early start for children but needed support, training and funding to achieve this goal.

Such programs are the exception not the rule in San Antonio. Opportunities to support a greater number of child care providers by building increased program quality that should develop concurrently with scaling up the capacity of effective providers to offer additional services. By replicating the good work taking place in the community and by aligning to state and federal initiatives the literacy coalition can play a major role in supporting the growth and effectiveness of early childhood literacy.

A major issue discussed in focus groups and with child care providers is the fact that many programs do not have a strong relationship with their neighborhood schools and the schools do not generally encourage visits from childcare centers to help children prepare for the transition to kindergarten and to help child care staff better understand what is expected of children as they move from one environment to the next. Providing structure to encourage such activities would build the pipeline from childcare to school and help strengthen the system.

There was concern that parents and day care providers may not understand stages of a child’s development. Parents need assessment tools that they can use and some training in understanding stages of development and the skills children need to be kindergarten ready. Parents with limited literacy skills have more difficulty in supporting their children’s literacy acquisition and in reading materials that may be provided to support them. The San Antonio ChildCare Collaboration, the United Way and The City’s Department of Community Initiatives are playing leading roles in improving both quantity and quality of childcare but, as one participant noted, ‘much still remains to be done’.
FAMILY LITERACY

The most powerful influence on a child’s ability to succeed is the family. Literacy is the foundation on which all learning is based. With its focus on the family as a catalyst for change, family literacy forges an educational bond between parent and child that will last for generations to come. There are very few family literacy programs in San Antonio. Those that exist are providing either the four components of the traditional Keenan model (early childhood learning, parent education, parenting, parent and child activities) or some combinations of the model and can be found in the Early Head Start, Head Start and Even Start programs. Focus group participants commented on how valuable these programs are to adult learners with children and that the parenting component was a real incentive to attending adult literacy and GED classes. Parents were pleased to know that their children were being well cared for in a learning environment and that they as parents were learning about how children developed as the family was learning together. The main provider of family literacy in San Antonio is Avance but services have been reduced due to budget constraints. When the parent education component was cut parents were referred out to other adult literacy providers but were unable to keep up with the demands of a large classroom oriented instructional environment and none persisted in the program. Those with very limited English language proficiency and those reading below a 5th grade reading level were the most challenged when there were larger classes, non-personalized curriculum and no individualized tutoring or mentoring.

Family literacy is a proven intergenerational approach that improves the literacy, language and life skills of both parents and children (National Center for Family Literacy). Long-term research verifies that family literacy programs produce significant results: Adults obtain and keep employment, a higher percentage of adults achieve GED equivalency, and the amount of literacy activity in the home increases by 80 percent.

Family literacy teaches families that they can learn together, that learning is a mutual process, that learning is fun, and—significantly—that education has a beneficial social impact as well as a financial one. Many different types of programs can incorporate family literacy strategies, from summer reading programs in libraries to community youth programs to elementary schools to job-preparation programs. San Antonio Public Library serves over four million people each year and many of these are families with young children who participate in a number of programs including Story Time, Leer Da Poder. A major component of the campaign to foster a community of readers in San Antonio will be the implementation of Lee y serás® (Read and You Will Be), a free program (www.Leeyseras.net) and curriculum that supports parents in being their preschool child’s first teacher. This is a community/business partnership with Scholastic. Focus group members commented that there were opportunities to increase programming and include adult literacy and ESL activities for parents.
The National Assessment of Education Progress (NAEP) has concluded that youngsters whose parents are functionally illiterate are twice as likely to be functionally illiterate themselves. By age four, children who live in poor families will have heard 32 million fewer words than children living in professional families. Therefore considering scaling up the number of family literacy programs could make a significant impact on the success of both children and their parents.
There are fifteen public school districts serving the San Antonio area, not including the Catholic Diocese and the independent charter schools. Many districts struggle to increase literacy levels and are constantly working to increase resources and develop strategies to make improvements. The schools located in the census tracts with the highest poverty and low literacy levels are also those performing at lower levels. LITERACY San Antonio is one part of the network of community support for the school systems and needs to determine with the districts the specific strategies that will be most valuable and most impactful to increasing children’s literacy levels. Every school district participating in focus groups described literacy initiatives but noted that funding and recruiting well trained tutors was challenging. All expressed a desire to be able to do more to support children falling behind with literacy skills.

Elementary Literacy – Each school district is working on literacy improvement strategies and many are looking to the community for support. Dedicated civic organizations including Rotary International and the Jewish Federation are focused on ensuring that all children are reading on grade level by third grade. These and other tutoring programs are targeting increased support for children falling below grade level. Volunteer training is being provided by both the districts and the nonprofits and by volunteer partnerships with the business community, including Rackspace and HEB. In focus group dialogue there was concern that there are not sufficient well trained volunteers to meet the needs or a cadre of skilled, paid volunteer coordinators managing the efforts to support school districts.

Many providers commented on the difficulty of building relationships with the business community to recruit volunteers and this is an area where new initiatives might be valuable. Some support is received from the United Way’s Volunteer Center but the number of literacy volunteers recruited for the school districts through the volunteer center does not meet the demand.
ADOLESCENT LITERACY

The county is facing a crisis in adolescent literacy. The Needs Assessment reported on the issues of the lack of success faced by students in many of the local districts related to passing the TAKS reading and writing tests. A key issue was the fact that reading instruction was often not continued beyond the elementary classroom and teachers in San Antonio area schools were not well prepared to teach reading to middle and high school students. Without literacy skills students will more likely drop out. At this level the developing mayor’s P-16+ Council has added support for teachers by encouraging increased quality in significant content areas although not focusing specifically on youth literacy. The Alliance for Educational Excellence has published recommendations for improving adolescent literacy which includes creating a support network though business and civic organizations to provide reading tutoring, homework assistance and tutoring in the content areas. Improving youth literacy skills is recognized as important in San Antonio districts but until it is a top priority related to maintaining school attendance and graduation expectation this issue will remain a serious problem.

Several excellent initiatives exist to support students with incentives to stay in school and graduate. The San Antonio Education Partnership is more than simply a scholarship program. Through college access support services coordinated by Partnership staff for students in grades 9-12, the program is a model and catalyst for systemic change, strengthening families and the San Antonio community. The partnership has invested more than $12 million in scholarships awarded to students attending local colleges and universities. The commitment to produce an educated workforce has resulted in over 2,600 college graduates. As the program continues toward its 20-year anniversary, the San Antonio Education Partnership currently awards over 2,600 scholarships annually.
One very innovative program, called Cribs to College (C2C), is a pilot program to create college savings accounts for children starting under the age of 1. It establishes college savings accounts for babies at a local Citibank branch, with initial deposits of $500 per child. Parents will be able to add to the accounts and earn matching dollars by achieving annual developmental and other milestones. Those accounts will grow until the child is able to attend college, and must be used for higher education, including trade and vocational schools. There may be future opportunities to extend the value of these accounts, either by purchasing tuition credits through the state’s Texas Tomorrow Fund or by receiving a four-to-one savings match through the City’s Individual Development Accounts when the child is older.

C2C is an innovative partnership between the City of San Antonio, United Way of San Antonio and Bexar County, Citibank and the San Antonio Children’s Museum, with support from the Mayor’s Office. The United Way will recruit the first families. The United Way and Children’s Museum will collaborate on future programming for the families. In addition, a small oversight board will help with policy development.

Programs supporting students, who are succeeding, like the Education Partnership, are abundant. Focus group participants commented that those students who are behind one or even two grade levels and receive interventions can achieve success. The critical need is for intensive support for those students who are more than two years behind who need different approaches and strategies to keep them engaged. Creative programs like the KIPP Academy and The Young Women’s Leadership Academy are providing innovative examples and replicable models. Many noted that the counseling needs of at-risk youth are not effectively met and that programs like Communities in Schools are challenged with limited budgets. Other were concerned that in many San Antonio districts school counselors did not have the time to provide the mentoring needed to students because they were busy with scheduling and paperwork. One participant said, “there should be two separate positions in school – schedulers and counselors!”
OUT OF SCHOOL TIME

Out of school time programming is effective in certain parts of the school system, and in some neighborhoods of the San Antonio area, but limited resources leave some children without support. Many programs do not have staff trained in literacy support or sufficient well trained volunteers to provide the level of homework assistance that may be needed. Focus group participants noted there is a need to increase the level of services and to support the various nonprofits and civic organizations offering a wide range of activities. Safety and transportation issues were raised by providers as needing greater attention. This is an area of challenge and there insufficient programs that include literacy activities to meet the needs of youth.

After-School All-Stars is a good example that provides comprehensive out-of-school programs that keep children safe and help them achieve in school and life. Through sponsorship from the Todd Wagner Foundation, San Antonio is one of many cities to join the After-School All-Stars family, a national non-profit organization that is serving more than 125,000 young Americans. After-School All-Stars San Antonio offers a wide variety of programs, all focused on developing skills in one or more of the following areas:

- **Technology** - Programs include the innovative MIRACLES program, which teaches important technology, educational and life skills
- **Education** - Programs include book clubs and homework assistance
- **Life Skills** - Programs include job skills, college prep and etiquette classes

More than 3,000 children from Bexar County have participated free in 50 different programs since the launch of After-School All-Stars.

Another good example is the After School Challenge Program, previously implemented by the City Parks and Recreation Department, and now operated through the Department of Community Initiatives (DCI). Under contractual agreements, DCI established partnerships with eight school districts and four delegate agencies to continue the After School Challenge Program in 133 Elementary and Middle Schools. The After School Challenge Program provides activities, both educationally based and recreational, to youth at 133 school sites during the school year. Fees for the program are based on family income, family size, and the number of children participating in the program. An estimated 11,000 children receive homework assistance, tutoring and other school-related aid, in addition to participating in various recreational activities. Program staff are recommended by each district to operate daily activities for youth. In addition, one teacher is hired to supervise these activities.
The other large afterschool network is the YMCA serving children, teens and families of all faiths, incomes, ages and abilities. The YMCA of Greater San Antonio is chartered to serve ten counties in South Central Texas and enrolls 63,503 people annually under the age of 18. Local YMCAs partner with over 100 elementary, middle and high schools as well as churches, parks and recreation departments and hospitals to provide quality child care; after school and day camp programs; developmental youth sports; aquatic and other physical health and wellness programs for children, teens, families and active older adults.

Programs like Girl Scouts, Boy Scouts, Boys and Girls Clubs, and Big Brother/Big Sister also offer some excellent services and often support special literacy and reading initiatives. Focus group participants noted that without an organized literacy training and support for staff and volunteers leaders may not feel confident in their support of slow readers and may be concerned ‘to do the right thing’! Many afterschool activities do not promote literacy as effectively as they might if they had additional training and support. Focus group participants noted those that are designed to provide homework assistance, tutoring and mentoring do not always coordinate with schools to support students in areas of weakness. On the whole staff and volunteers are not trained to incorporate literacy into the broad span of activities offered to maximize the learning opportunity.

An important and effective support comes from the city and county public libraries that have been long term supporters of lifelong literacy. There is no stigma about attending the library as there may be about other literacy programs and staff provide support where possible with a wealth of programming opportunities although on the whole librarians focus on early literacy and afterschool programming and do not offer classes for youth and adult literacy.

Through partnerships with a variety of community organizations SAISD and other school districts offer a wide range of before and after school programs but often resources are not available to provide the range of support schools would ideally like to see. Measuring quality of afterschool programs has traditionally been challenging and it is difficult to determine what differences literacy interventions make in many of the programs. Focus group participants noted that schools are for the most part not open at night and yet they have the potential to be strong community hubs for lifelong learning.
OUT OF SCHOOL YOUTH

Services for youth who have dropped out of a traditional education setting are primarily funded by the Workforce Investment Act, Title 1. These programs are targeted at building skills, remediating academic gaps and preparing youth for the workplace. Programs like Alamo City Youth Build encourage youth who have dropped out to re-engage in education in vocational related environments. The program has had outstanding results focusing on youth in crisis and teaching workplace skills in the context of construction projects. Students learn specific trade skills as one component of their program and are enrolled in GED and vocational training activities.

In San Antonio there is not a formal transition from school to alternative program opportunity for most youth dropping out of high school. Some students transfer into alternative high schools but many find themselves on the streets or in low paying and often part time jobs. Focus group participants expressed a need to increase services and seek alternative solutions to track and support these youth in the hopes of creating a positive transitional experience from one learning situation to another that is more relevant to the need of the youth. Programs like the Good Samaritan Center assist out of school youth to acquire a GED to prepare them to enroll in job training. There are few concurrent job/educational development projects in the area and many of the entry level training programs at Alamo Community College require at least an 8th grade reading level to enroll in certificate courses. One good example of a program offering concurrent vocational and educational training to youth is SER Jobs for Progress. Those youth with very limited skills have few opportunities and this is a critical area to be addressed.

Many focus group participants noted that there was little marketing of opportunities for out of school youth and that there were not sufficient services. The Workforce solutions-Alamo funds vocational programming for youth, especially those with limited skills with Workforce Investment Act, Title 1 funds. Participants recommended the expansion of those services with a focus on helping youth gain the workforce literacy skills to enroll in high wage jobs and jobs that would be sustained into the future and build a stronger partnership with schools to make transition easier for youth.
ADULT EDUCATION

Literacy programs for adults are primarily offered through the network of city and school district training providers.

The City of San Antonio Department of Community Initiatives Family Resource and Learning Division coordinates the Margarita R. Huantes Family Resource and Learning Center, and six Community Family Learning and Resource Centers (CFRLC). The Literacy Services Administration provides support to the adult literacy and education initiative, oversees construction of citywide CFRLC’s, funded by a 1989 voter approved bond issue, and staffs the San Antonio Commission on Literacy (SACOL). It also coordinates the Annual City-wide Convocation of Literacy Providers, and annual Literacy Awareness events.

The CFRLCs provide educational services to adults, which are made possible through an extensive collaboration with Region 20 Educational Service Center, San Antonio Independent School District, and a variety of community resources. The goal of the CFRLCs is to offer educational opportunities and related services to enable individuals to enhance their ability to read, write, and converse in English, and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and develop one’s knowledge and potential as well as computer literacy and financial literacy. Most of the programs offer on average six hours classroom instruction a week although there are some computer lab locations offering more hours. Programs offer adult basic education, GED and ESL.

Adult education is also offered with a broad range of creative programming through the Northeast ISD and other school districts where literacy is offered to parents and community members and often contextualized with financial and health literacy programs. These programs are offered by highly trained instructors and funded by Workforce Investment Act Title 2 funds. Many focus group participants commented on the high value added nature of using schools in the evenings for programs although across the city this is the exception not the rule. However, many of the programs do not offer childcare and in some cases transportation was an issue in attending classes.

Other adult services are currently offered by education and nonprofit organizations in small community and faith-based programs, for instance the Each One Teach One program of the Antioch Community Transformation Ministry. Services are provided by volunteers who are trained and work either one-on-one or in small groups. The highest percentages of the learners are enrolled in the ESOL program with fewer in the basic skills program. There is always a waiting list and new volunteers are constantly being recruited to meet the need. This more individualized learning process is serving relatively few currently and has the potential for carefully managed expansion.
There are many fewer literacy non-profits in San Antonio than in most large cities. With fewer than 5% of potential learners enrolled in programs the opportunities for both improvement and scale up are high.

The ProLiteracy America organization is a national literacy tutoring program operating in numerous sites across the country and accrediting small nonprofits providing services. There are very few ProLiteracy affiliates in San Antonio.

The San Antonio Housing Authority also offers adult education and some vocational training.

Recruiting adult learners and then retaining them in programs is an enormous challenge to the system that must be addressed in order to build a stronger and more effective system to meet the critical community needs. Focus group participants noted both ESL and basic skills services are needed to a far greater degree than the existing system can accommodate. However, as many as 50% of adults enrolling in programs drop out before completing courses. This mirrors national data but is an area to explore in the community planning process.

The need for English for Speakers of Other Languages was a key concern in many of the focus group discussions. Many of the adult literacy providers offer these services but many in San Antonio Neighborhoods choose not to enroll. One focus group member noted that ‘if classes were offered right there in the neighborhood more people might enroll. Another said ‘we might look at the way we offer ESOL classes, especially for older San Antonians. There may be better ways to help people who have been here for many years and have not learned English yet.’

Workforce Investment Act, Title 2, funded services provide adult basic education, GED, ESOL and citizenship classes for students from the age of eighteen years. Students can attend classes six hours a week although there are a few exceptions where parents are supported by TANF funding that requires additional learning hours and the sites where there are drop-in opportunities and computer labs with individualized instruction where students can build an individual education plan that is more comprehensive. Title 2 funds have not been made competitive for eight years, meaning that the same service providers, performing well or not, have continued to receive funds.

San Antonio providers offer services that on the whole are not of the intensity needed to move learners toward their goals as fast and effectively as possible because it takes as many as 150 hours for an adult learner to increase a grade level. Providing more hours and intensity allows learners to reach goals more quickly. The system has some capacity for expansion but it cannot stretch either in terms of space or staffing without increased funding support and changes in service delivery options. Participants noted this model has excellent possibilities for instructional diversity and expansion into locations of special need. Community learning centers that provide

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a range of learning options, including community education, health, financial and workforce literacy, and quality early learning opportunities for families, can help expand the limited capacity of the system. Contextualized and individualized instructional planning will assist in making overall system improvement. The City centers might have such a potential for growth.

Developmentally delayed adult learners and those with limited academic potential are a valuable untapped human resource and the work of Mission Road Ministries and the Salvation Army provide good services to the community but there are additional unmet needs that must be addressed. Traditionally those on welfare support are required to be enrolled in learning activities with an expected outcome of a GED. Some system flexibility is needed to assess those who may never attain a GED but who could enroll in employment training and pre-employment skill building to assist in finding appropriate vocational outcomes. Contextualized workforce literacy might be a more attractive option if such programming was available.

Adult services for those with learning disabilities and differences prevent many adult from learning at their potential levels and instructors are challenged to find the additional time to work with the many learners who are impacted by some degree of need. Learning disability tutoring was reported to be offered at Goodwill Industries and the Center for Independent Living.

San Antonio has a flow of refugees into the community that are not all Spanish speaking. Catholic Charities and others partners provide language development and literacy for refugees. A good example is the newly developed Somali Bantu Association created to facilitate the resettlement of the Somali Bantu community in San Antonio by providing programs for education, culture, and economic opportunity in order to promote self-sufficiency. English language skills form the basis of all activities leading to self-sufficiency and activities leading to self-sufficiency include registration in vocational training (computer literacy and other courses) or employment training and placement services are also crucial to developing self-sufficiency.

Numeracy education is offered as part of the programming at many service sites but there is a great need to increase numeracy instruction, especially in ways that are non-traditional and more contextualized to individuals needs.
WORKFORCE LITERACY

School districts are working to create expanded pathways to promote increased high school graduation and enrollment in post secondary education and vocational training.

Many programs define workforce literacy as pre-employment training and offer lessons in resume writing, team building, how to succeed on the job and other soft-skills training but there is a wide range of intensity and quality in service delivery.

The Workforce Investment Board, Workforce Solutions-Alamo funds one-stop shops to provide workforce development services to those in need. Clients sometimes have concerns that prevent them from fully benefiting from programs, including the need for childcare and transportation. Clients may have little self-esteem, and that prevents them from taking full advantage of the programs. Focus group participants commented that when clients were referred to literacy programs, those clients saw no relationship between literacy and the job they were hoping to find. The training sometimes did not seem immediately relevant to their employment needs.

Many adult learners, both job seekers and incumbent workers in San Antonio are unable to qualify for vocational training programs because they read below entry level requirements of a high school diploma, GED or in some instance for certificate courses offered at Alamo Community college campuses, and eighth grade reading level. Focus group participants noted that there are very few workforce literacy classes offered in the adult literacy system. Other noted that very few local employers are offering on-site workforce literacy and skill building programs but the following service providers offer workforce literacy activities:

Vocational English as a Second Language (VESL) is an enormous need in the area and services in this area are also very limited. The Westside Training Center of Alamo Community College System provides creative and innovative support for VESL but the need is far greater than the current level of service delivery and students must have basic skills to be eligible.
Successful literacy organizations work to eliminate need in the community, grow at a carefully planned rate, improve services over time and maintain funding from a diverse array of sources. To prepare for scaling up the levels of service many programs, especially new projects, may need to improve organizational stability, board development, staff development and strategic planning to ensure appropriate growth, program success and financial security. A collaborative approach to provide these supports makes economic sense and allows for greater capacity building to serve additional learners. Providers noted that only a portion of the children, adults and out-of-school youth in need of services are enrolled in programs. Issues of outreach, marketing, and retention indicate that the needs are greater than the current service capacity. Strategies for staff development, program improvement, marketing, fundraising and evaluation can all be undertaken with a collaborative approach that is less costly, more effective and has proven successful in many other areas of the country.

Many of the current providers have limited knowledge about funding opportunities. The providers range from those who can complete numerous sophisticated grant application processes to those that rely on only one or two resources to maintain program operations. Some programs do not provide the traditional ‘outcomes’ required by public funding streams, but they do document success in terms of client achievement and other ‘non-traditional’ outcomes.

Traditional outcomes typically refer to the completion of a grade equivalent reading level, number of hours in the program (not necessarily linked to any accomplishment), advancement up the Adult Basic Education/GED (General Equivalency Diploma) ladder, and advancement toward work. Non-traditional outcomes may have as much, if not more, impact and might include such things as learning to balance a checkbook, understanding a rental agreement, developing strategies to help a child succeed, learning a computer program, or engaging with program participants in literacy activities to improve health or safety in the community.
## LITERACY LANDSCAPE IN SAN ANTONIO

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PROVIDER SURVEY RESULTS

The following organizations participated in the survey:

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<th>Organization Name</th>
<th>Total Clients Served</th>
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<tr>
<td>Alamo Public Telecommunications Council dba KLRN</td>
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<tr>
<td>Benitia Family Center</td>
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<tr>
<td>BRIGHTON SCHOOL, INC.</td>
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<tr>
<td>First Book San Antonio</td>
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<tr>
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<tr>
<td>Northwest Vista College</td>
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</tr>
<tr>
<td>Gemini Ink, Literary arts &amp; ideas</td>
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<tr>
<td>Palo Alto College</td>
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<tr>
<td>Project QUEST</td>
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</tr>
<tr>
<td>Rotary District 5840</td>
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<tr>
<td>San Antonio Public Library Foundation</td>
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<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Total Clients Served</th>
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<tr>
<td>Good Samaritan Community Services</td>
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<tr>
<td>Organization</td>
<td>Participants</td>
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<tr>
<td>Good Samaritan Community Services</td>
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<tr>
<td>San Antonio Youth Centers</td>
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<tr>
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<tr>
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<td>North East ISD</td>
<td>62000</td>
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<tr>
<td>University of Texas San Antonio, Child and Adolescent</td>
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<tr>
<td>Policy Research Institute</td>
<td>68 Head Start Teachers</td>
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<tr>
<td>United Way of San Antonio &amp; Bexar County</td>
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<tr>
<td>City of San Antonio</td>
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<td>KIPP Aspire Academy</td>
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<td>Avance-San Antonio</td>
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<td>Head Start</td>
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</table>

Additionally the San Antonio Public Library reported serving over four million San Antonians last year. This has not been included in the chart because many of those were people borrowing books and not necessarily participating in literacy programs. The Afterschool challenge programs serve 11,000.
DELIVERY OF LITERACY SERVICES

Services offered include children’s literacy, adult basic reading and writing, high school equivalency (GED) services, workplace literacy, computer literacy, workforce literacy/vocational training and parent education. All respondents reported services are open to the public.

The most common literacy services offered are parent education, tutoring, and English as a Second Language.

WHAT LITERACY PROGRAMS ARE CURRENTLY AVAILABLE?
Sixty seven percent (67%) of survey respondents reported serving adult learners followed by early childhood, youth and childhood (Chart 1). A very wide range of services are reported for adults and children, most provided by school districts. There are fewer services for families and also few services for workforce skill development.
The following graph (Chart 2.) shows services are provided on-site and at satellite locations across the city. A summary of zip codes where services are provided is attached in the appendix.

**WHAT ARE THE AREAS OF GREATEST NEED FOR SERVICE PROVIDERS?**

Participants had a number of concerns about the need for continued support with raising funds for activities. Funding was discussed in terms of ability to operate even the most basic programs to the most highly sophisticated. Providers were loath to be drawn away from mission to spend considerable hours writing proposals and developing contacts. This issue is discussed more fully in the funding analysis.

Additional desirable services included:

- Volunteer Recruitment
- Public Relations
- Evaluation
- Record Keeping, and
- Staff Training.
In the past twenty years, the Volunteer Center at United Way has:

- Matched hundreds of thousands of local citizens who want to volunteer with nonprofit organizations who need their help.
- Assisted agencies with volunteer management (SAVA) training to retain strong volunteers,

Despite the good efforts of the United Way focus group participants expressed concern at the lack of volunteers and the need for the development of a large cadre of well trained effective volunteers.

AmeriCorps and VISTA programs are volunteering in San Antonio to provide tutoring for children through the College for All Texans program coordinated by the United Way.
The 211 Call Center is providing the linkages to match volunteers with programs. Participants commented that the numbers of volunteers recruited through 211 was not sufficient to meet the need.

Focus group participants expressed concern that often willing volunteers were poorly trained and managed resulting in a dissatisfying experience for learners and volunteers. Others noted that volunteers sometimes did not receive the level of support on site both in adult learning environments and in schools. There was general agreement that a much expanded, well trained and organized cadre of volunteers was needed with a comprehensive training and tracking system.

PUBLIC RELATIONS

The issues of outreach and recruitment of out of school youth and adults was discussed by service providers who were concerned that potential program participants did not know about program opportunities. They noted that fewer than 5% of those who could benefit from programs were enrolled and expressed interest in developing strategies to market programs in more creative ways. Other providers shared concerns about strategies needed to change community attitudes about literacy to make learning a higher community value. They recognized that this was a dual undertaking because providers would need to present programming that was better contextualized to meet specific learner needs and that in some instances the stigma around low literacy and the perception of stigma around enrolling in literacy services was a barrier to be overcome both at the community and the program level. However, many providers noted that system capacity could not accommodate many more students unless more space and funding were available. This created a disincentive to additional marketing.

EVALUATION

San Antonio providers expressed satisfaction in the tracking tools they were using to measure progress but noted that there is no one central system for evaluating programs, return on investment and learner gain. Participants noted that a clearinghouse and central tracking system were needed and that individual providers were unable to coordinate across program types and funding streams.

PROFESSIONAL DEVELOPMENT

Providers identified the Regional Service Center, Texas LEARNS and the United Way as key organizations supporting training for instructors and program administrators. There was some interest in increasing training additional input into training opportunities and a need for a
coordinated calendar that crossed program and funding streams so that more participants could take advantage of training.

**TRANSPORTATION**

Although San Antonio has a bus transportation network, focus group participants noted that it was not sufficiently comprehensive to make learning centers easily accessible from some neighborhoods.

![Location of Nearest VIA Metropolitan Transit Bus Stop](image)
WHERE ARE THE PRIMARY SERVICE AREAS BY ZIP CODE?

The percentage of service provision represents the average percentage across all 30 respondents to the survey.

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<tr>
<th>Zip Code</th>
<th>Percent Served</th>
<th>Zip Code</th>
<th>Percent Served</th>
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A more in depth review to match zip codes, current services and transportation needs is indicated in order to determine the potential to scale up service delivery.
SYSTEM CAPACITY REVIEW

World Education suggests that programs that are ready to build their capacity and increase service levels need the following:

1. Program quality support: Programs should have a well-defined role, a management system, a system to manage human resources, and should provide a suitable environment for learning

2. Entering a program: Programs should have an organized recruitment process, an organized approach to intake, procedures to accommodate students on a waiting list, and should provide students with an orientation

3. Participating in a program: Programs should have an effective approach to classroom management, an effective approach to instruction, and an effective approach to supporting persistence

4. Re-Engagement: Programs should have an effective system for supporting re-engagement in learning after program completion or an interruption in training

To build the capacity of the system a system approach is needed with monitored quality and scale up activities and a pipeline to transition from one component to the next.

PROVIDER ISSUES AND CONCERNS RELATED TO CAPACITY BUILDING

CHILDREN’S SERVICES

Early child care providers noted that before building system capacity there is an urgent need to address systemic issues of training, quality of care and provision of effective curriculum and early learning materials. The initiatives coordinated through the City Department of Community Initiatives, the United Way and the Smart Start project are all working to address these issues alongside other community partners.

Several providers noted the reduction of funding for family literacy and agreed that without the involvement of the whole family there could be limited successful outcomes. There were some concerns expressed regarding the transition to new leadership of the Head Start program

Parent/Child Inc. (PCI) has served as the exclusive administrator of the Head Start program for Bexar County for the last 30 years. The company is contracted to provide services to preschool-aged children as Head Start's sole provider through July 31, 2009. However, effective Aug. 1, a group of new contractors will take over different aspects of the program. Edgewood Independent School District, San Antonio Independent School District, nonprofit AVANCE and
the Region 20 Education Service Center will serve as contractors for the Head Start program during the upcoming school year. Edgewood and San Antonio have already been selected to manage Head Start within their own districts in the fall. AVANCE will manage the program in the Harlandale Independent School District. Region 20 will manage Head Start in four different school districts in the county. Other school districts have not finalized contracts for potential Head Start programs.

Avance runs the Early Head Start program in partnership with parents and community programs to provide responsive services both at program sites and in the home to ensure health, growth and development of infants and toddlers. Several participants noted that increasing the number of Early Head Start sites would build system capacity at the same time as replicating an effective model.

Services to support system capacity to assist more struggling readers within the many local school districts were discussed that included the funding of additional specially training literacy teachers (at all levels of instruction) and the need to increase well trained volunteer tutors and mentors.

**ADULT SERVICES**

Adult service providers reported that it is challenging working with clients with limited literacy skills. High dropout rates impact program success. Clients have few tools to navigate the complexity of the social service and workforce development systems. Depending of the funding source (WIA Title 1 or Title 2) when clients come to a program there may be a time factor related to getting a job. Clients need income and therefore are reluctant to enroll in a lengthy training program designed to increase literacy skills when they may not have the flexibility to attend due to work conflicts. Providers also noted that with WIA Title 2 funded programs there is not such intensity that is demanded from Title 1 programs and when class is only offered two evenings a week many clients don’t easily see progress so in terms of building capacity there is a need to address retention issues.

Programs funded by WIA Title 2 are coordinated by the City Learning Centers, Region 20 Service Center, and Texas LEARNS through the Texas Education Agency. Without a significant increase in the funding for these entities the pattern of limited capacity will continue. Although competitive by law these funds have not been in competition in Texas for eight years and some programs receiving these resources have had very successful outcomes while others have not. This has created some concern among San Antonio providers who are not able to apply for these dollars even though they are eligible applicants.
Providers commented adult learners, whether in ESL or adult education programs, do have many life issues with which they are trying to cope. There are few literacy counselors at the City Learning Centers or in the various San Antonio school districts and those that exist have limited time to work with clients and wish they were able to do more to help. Additionally, clients have high expectations of staff and the role they will play in finding work for them. Clients are frustrated if the process is slow and unproductive. Other issues providers mentioned included:

- limited screening process for learning disabilities
- lack of resources to help clients advance
- cutback of Welfare to Work and TANF Programs
- need for ongoing assessment and feedback, improved tracking

In some sites, especially smaller community-based organizations, the consultant noted that some of the learners had dropped out of the larger, more impersonal programs in favor of the more individual approach and personalized attention provided by the smaller programs.

Teachers in larger programs consistently mentioned the need for greater classroom support and additional resources. For example, in order to help learners succeed, some teachers reported that they volunteered their services before and after class with one-on-one tutoring for learners needing extra help. Several teachers expressed frustration that they had so many learners at so many different levels in the same classroom. Teachers also expressed a desire for more computers and additional funding.

In San Antonio data collected has reveals that literacy providers are having real impact in individuals' lives. If learners are able to persist over time many succeed. Though they have faced great odds and have limited means, providers offer a variety of educational services to the benefit of the community. Where a learner has been retained and completes the program providers have numerous success stories to share. What is clear is that one size does not fit all and potential learners need a menu of options from which to choose and more information about their anticipated timelines and outcomes. Smaller community based programs have not survived over time and this issue must be addressed in the discussion to build capacity and scale up services.

The primary issue is a lack of cohesive collaborative structure and challenges of insufficient services to meet needs. Although there are empty spaces in some locations they are not necessarily in the neighborhoods of greatest need. Challenges of transportation and convenience plague service provision. Providers represent a wide variety of programs, locations, levels of service, and learner profiles. No one provider can serve everyone. Family literacy funding is extremely limited. Without further partnering or collaboration within this service delivery network, San Antonio will not meet the current level of need.
San Antonio residents will continue to find access to the right services challenging unless a more appropriate recruitment and orientation process is developed to ensure individualized learning plans geared toward filling gaps in learning. Providers noted that one way to assist in this area was to provide all learners with access to computer assisted instruction to compliment the instruction of teachers and volunteer tutors.

Most providers indicated a need to bring more learners and volunteers to their sites. Many sites are unable to fill their classes on a sustained basis. Those students who do come are hard to retain; many leave within the first few weeks, and providers do not have the time or resources to follow up.

Providers noted that the San Antonio literacy community faces a variety of other challenges that include increasing support for literacy in correctional facilities and reviewing the process of transition from school to programs for at-risk youth facing significant challenges in accessing out-of-school services.

San Antonio has little or no structure in place for workforce, computer, health or financial literacy for those with the lowest skill levels. The partnerships that do exist are not well developed. No one organization links all providers together, and there is no single group of accountability measures to ensure consistent, high-quality, effective literacy training – or to determine if San Antonio’s literacy providers are having cumulative impact in the community.
FINDINGS

From early child care and kindergarten readiness to meeting employers’ current workforce requirements and seniors’ health literacy support, people need more literacy skills. In San Antonio literacy providers and the network of organizations supporting them want a better way to meet these challenges.

Specifics of strengths and gaps in the service delivery system are detailed in the following pages.

1. There is no systematic communications/transition plan between schools and early child care centers and parents to communicate kindergarten standards and expectations thus ensuring a success for the child.

2. An early childhood literacy program for child care centers has not been incorporated universally in San Antonio.

3. There has been a reduction in family literacy programs over time.

4. There are opportunities to increase the number and effectiveness of after school programs tying the activities closer to the child’s literacy and school needs.

5. The number of adults with limited literacy underscores the importance of investing in effective services.

6. The two key ways to measure service effectiveness and capacity are through (1) access, the ability of the system to reach and enroll new students; and (2) program and system quality. Access refers to the ability of the system to successfully recruit new students and is a major issue in San Antonio.

7. English proficiency is a major issue in the community.

8. There is no centralized tracking or coordinated evaluation of the impact of local literacy services. Each funding silo comes with its own accountability system; the systems are not easily integrated to provide a standardized evaluation picture. It is not possible to fully determine return on investment of either funders’ dollars or learners’ time and effort until all information is centralized and evaluated using compatible measures and tools.

9. The outreach efforts of providers are fragmented and insufficient to attract the interest of substantial numbers of learners.

10. The community at large is not familiar with either the issues or the impact of limited literacy on the local economy.
11. Retention of learners once they are enrolled in programs is the major concern of all the out of school youth and adult learning providers.

12. Training and curriculum support is available from a number of different organizations but they are not coordinated around the issue of literacy and usually only those funded by that funding source has access. Many providers need training in targeted curricula and best practices for workforce, health, financial, family and computer literacy, as well as in strategies best suited by age group and ability.

13. Many provider sites begin sessions with full classrooms and end the semester with empty slots.

14. Providers note that they do have space or the ability to develop satellite sites but not the funds to cover costs.

15. Out of school youth have few programming alternatives.

16. There are few vocational and workplace training programs for those reading below and eighth grade reading level even though there is a demand by employers for skilled workers.

17. Employers have not embraced the concept of workforce literacy with their lowest skilled employees.
RECOMMENDATIONS

Literacy providers are unanimous in their support of a collaborative approach to addressing this community crisis. Focus group participants and interviewees were engaged in developing innovative ways to address the issue.

FOCUS GROUP RECOMMENDATIONS FOR CHILDREN’S LITERACY

1. Increase the number of family literacy programs available
2. Increase childcare programs in adult literacy locations
3. Train childcare providers to help parents support children’s learning
4. Build literacy learning environments with lots of pre-reading support materials
5. Increase numbers of volunteers to read to children
6. Create a system for universal pre-kindergarten
7. Create kindergarten visits for staff and children to make smooth transitions and maximize literacy skills with teacher understanding of needs and expectations
8. Provide opportunities for early childhood program teachers, parents and kindergarten teachers to meet and plan children’s transition into kindergarten
9. Train pre-kindergarten teachers in state standards and provide support to help them meet those standards
10. Identify and provide support to home-based providers
11. Create an incentive system for caregivers in this network
12. Develop creative timing and scheduling opportunities for training
13. Develop a materials and resource partnership with the library for rotating collections
14. Increase the capacity of programs that offer home visits
15. Train home visit specialists in supporting pre-reading skills
16. Get books into the hands of children
17. Support the school districts plans that are in place to increase kindergarteners skills

18. Explore pre-kindergarten summer school for at-risk children

19. Increase the numbers of volunteers trained to read to children in kindergarten

20. Work with civic and nonprofit afterschool providers to infuse literacy into all afterschool activities

21. Provide additional literacy training to afterschool teachers

22. Train arts and sports organizations to include literacy as a part of the activities they offer; assist in developing curriculum

23. Support the P-16+ Council recommendations.
FOCUS GROUP RECOMMENDATIONS FOR ADULT LITERACY

1. Develop a coordinated literacy infrastructure to increase and track the number of adult students who are recruited, retained and complete their course of study.

2. Priority attention should be given to the following in developing the community literacy plan:
   - ESOL and Vocational ESL services
   - High needs sections of San Antonio
   - Workforce and vocational literacy programs
   - Financial literacy services
   - Health literacy services and network
   - Computer centers and instruction
   - Expansion of community learning centers
   - Services for the incarcerated or newly released
   - Literacy services outside the urban areas

3. Identify locations where adult literacy services can be started or included in other programs

4. Provide contextualized curriculum and training to align with students’ family, health, financial and workforce needs

RECOMMENDATIONS - OVERARCHING

As actions for increasing access and quality development take place, programs that are ready to build their capacity and increase service levels will probably need the following:

- Staff development and training
- Effective evaluation and accountability procedures
- Volunteer recruitment
- Classroom expansion
- Centralized tracking and coordinated evaluation
○ Marketing

○ Establish shared standards

○ Infuse literacy activities into other community programs

○ Funding development
SAN ANTONIO PROVIDER DESCRIPTIONS

= parent literacy  = special needs  = tutoring  = workforce literacy

= adult literacy  = after school  = early literacy  = educational support

= faith based  = financial literacy  = health literacy  = child literacy/in-school

ACCIÓN Texas (www.acciontexas.org)

210 226 3664 VP Special Programs – Contact: Aurora Perkins

The mission of ACCIÓN Texas is to provide credit to small businesses that do not have access to loans from commercial sources. Through its loans and services, ACCIÓN Texas helps microentrepreneurs strengthen their businesses, stabilize and increase their incomes, create additional employment and contribute to the economic revitalization of their communities.

Alamo Area Resource Center (www.aarcsa.com)

210 358 9995 - Programs Manager – Contact: Randy Hinkle

The Alamo Area Resource Center maximizes the quality of life for individuals facing disabling or life threatening diseases, including, but not limited to HIV/AIDS, by providing comprehensive, compassionate, and effective rehabilitative, education and social services.

After School Challenge Program

Alamo Community Colleges (www.accd.edu)

Contact: John Braxton or Anson Green

The Alamo Community Colleges serve the Bexar County community through programs and services that help students succeed in acquiring the knowledge and skills needed in today's world. Students are taught by highly qualified faculty with masters and doctorate degrees dedicated to creating a learning centered environment. Student services include counseling, computer labs, tutoring, financial services, services for the disabled, developmental instruction,
veteran's services, and job placement. The five colleges - San Antonio, St. Philip's, Palo Alto, Northeast Lakeview, and Northwest Vista - offer associate degrees, certificates and licensures in occupational programs that prepare students for jobs, as well as arts and science courses that transfer to four-year colleges and universities and lead to AA and AS degrees.

Alamo Heights ISD (www.ahisd.net)

The Alamo Heights ISD is a place where dedicated personnel encourage high expectations for all students in a supportive, nurturing environment; where individual student potential is maximized through challenging curriculum and access to the latest technology; and where both parental and community involvement enhance success.

American Sunrise (www.americansunrise-sa.org)

Contact: Mary Alice Cisneros

The mission of American Sunrise is to create communities where working families find housing, economic and educational opportunities in the neighborhoods where they reside in order to achieve an adequate and equitable standard of living. American Sunrise focuses on community development, housing, children’s education and adult literacy.

Antioch Community Transformation Network

The mission of ACTN is to remove financial, educational, health and social barriers in minority communities, and create opportunities through economic development, neighborhood revitalization, increased educational opportunities, elderly services, and job training in collaboration with public and private organizations. Programs include the Each One Teach One Adult Literacy Program (see separate entry below), the Family Life Center Campus, and the Financial Capacity Builders Initiative.

Each One Teach One (www.actncommunity.org/eachone.html)

EOTO is a service of the Antioch Community Transformation Network (see above) providing one on one tutoring in reading, writing and math to older teens (ages 15-19) and adults (ages 20 +) functioning at fifth grade level or below. The key elements of the program are one on one instruction through the use of trained literacy volunteers for a minimum of six months; special testing to diagnose learning disabilities; personal attention, individualized instruction at the
student’s pace, and positive reinforcement from the tutor and EOTO staff; a curriculum that combines the use of computer software, videos, textbooks and workbooks, and authentic or “real life” materials that the students encounter in their daily lives; tutor training and ongoing tutor support; assisting students with workforce development and life skills; providing students with supportive services (vision and hearing screenings, family counseling; as well as financial literacy, parenting education, GED and employment programs.

Any Baby Can of San Antonio (www.anybabycansa.org)

210 227 0170

Any Baby Can of San Antonio provides valuable services to families in need, such as case management, crisis assistance, information and referrals, family counseling, sibling support, resource library, prevention/safety education, center for infant and child loss, autism information, and a prescription assistance program.

AVANCE (www.avancesa.org)

contact: Becky Cervantez

AVANCE-San Antonio provides parents and children with the necessary education and encouragement to dramatically change their own lives. By providing support and education services to low-income families, AVANCE strengthens the family unit, enhances parenting skills which nurture the optimal development of children, promotes educational success and fosters the personal and economic success of parents. Specific activities include teaching parenting skills, helping parents to become partners in their children’s education, improving educational opportunities for parents and children, helping children to reach their potential as learners, providing literacy training for parents, and teaching families to use the resources of the community.

Baptist Child and Family Services (www.bcfs.net) – Contact: L. Villarreal – 210 212 4979

BCFS is a San Antonio-based human service organization with locations and programs throughout Texas. Programs managed or offered through BCFS include residential services and emergency shelters for abused or neglected children, residential services for emotionally disturbed children, assisted living services and vocational training for special needs adults, mental health services for children and families, foster care and adoption service, pre-natal and post-partum health services.
Barshop Jewish Community Center (www.jccsanantonio.org)

Barshop JCC provides a variety of services in the San Antonio community, including sports and fitness programs, activities and enrichment programs for youth, adults, and seniors, arts and cultural programs, Jewish programs, and special programs for kids and families, including early childhood, teens, whole family activities, and camp.

Bexar County Detention Ministries (www.bcdm.org)

Contact: Carol Lockett 210 299 1193

The mission of the Bexar County Detention Ministries is to facilitate the spiritual, emotional, and personal transformation of incarcerated individuals, those formerly incarcerated, and their families. Outreach programs include religious mentoring and counsel, assistance with basic necessities, employment assistance through job readiness and job referrals, faith-based and therapeutic support groups, 12-step substance abuse prevention classes, anger management classes, ESL, licensed mental health counseling, vocational training and referrals to other agencies.

Benitia Family Center (www.benitia.org)

210 433 9300 – Contact: Miriam Barksdale – Botello – Director of Adult Education

The Benitia Family Center is a Catholic Christian Agency, sponsored by the Missionary Catechist of Divine Providence, working in greater San Antonio, to facilitate Educational, Emotional, and Spiritual growth of individuals and families. The Center empowers the poor and the neglected, especially Hispanics, by enabling them to re-claim their personal and family self-worth and values in light of their culture and religious beliefs.

Bexar County Opportunities Industrialization Center

Contact: Willie Clark, Director, 210 225 6291

Big Brothers Big Sisters, Alamo Area (www.bigmentor.org)

Contact: Denise Barkhurst, President, 210 225 6322
The mission of Big Brothers Big Sisters is to help children reach their potential through professionally supported one-to-one mentoring relationships. Big Brothers and Big Sisters volunteers befriend a child and help them with setting goals, solving problems, communicating with others and making good decisions. The agency encourages volunteers to meet either weekly or bi-weekly with their Little Brother or Little Sister. In the community-based program, the Big and Little “matches” are encouraged to participate in everyday activities such as playing sports, watching movies, washing the car or attending an agency-sponsored event.

Bob Ross Senior Multi Service Center

(www.sanantonio.gov/comminit/eds/bobrosscenter.asp)

The Bob Ross Center combines services of the City of San Antonio and Bexar County to provide a true “one-stop” clearinghouse for senior services and information. Under the umbrella of the City’s Department of Community Initiatives, Senior Services Division, this 24,000 square foot Center hosts comprehensive, wrap-around services to seniors 60 and older, focusing on case management, health and wellness, education, exercise, social and cultural activities and volunteer opportunities.

Boy Scouts of America, Alamo Area Council (www.alamoarea-boyscouts.org)

Contact: Dwayne Cloar, program director, 210 341 8611

The mission of the Alamo Area Council of the Boy Scouts of America is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Law. Youth development activities include supporting education and literacy as well as skills for life.

Boys and Girls Clubs of San Antonio (www.bgcsatx.org)

Contact: Jim Watson, Director, 210 436 0686

The mission of the Boys and Girls Clubs of San Antonio is to enhance the educational, social and moral development of the city’s youth, especially those most disadvantaged. The Boys and Girls Clubs seek to inspire and enable them to realize their full potential as productive, responsible, and caring citizens. The Clubs provide a safe place to grow and learn; ongoing relationships with caring, professional adults; life-enhancing programs and character development experiences; hope and opportunity. Core programs involve character and leadership
development, education and career development, health and life skills, arts activities, as well as sports, fitness and recreation activities.

**Boysville (www.boysvilletexas.org)**

Boysville is a campus community designed to help children in crisis who cannot remain in their own home for a variety of reasons, including family crisis and situations of abuse. Providing food, shelter, clothing and medical services, the program’s mission is to help boys and girls become responsible adults. Boysville’s continuum of care extends from infants all the way up to college and vocational school students.

**Brighton School (www.brightonsa.org)**

Contact: Kim Jefferies, Director – 210 826 4492

Brighton provides family & community education and developmental services to children (birth to age 22) with disabilities or delays empowering them to achieve their individual potential making them successful in every community. Specific programs include Early Childhood Intervention, Bright Beginnings Child Development Center, Parent Alliance for Learning and Support, Precious Minds, New Connections and Fundamental Foundations.

**Bring Me a Book Foundation (www.bringmeabook.org)**

Contact: Vicki Ash

Bring Me A Book's mission is to provide easy access to the best children's books and inspire reading aloud to children. By providing libraries of high quality children's books and read aloud workshops to underserved communities, Bring Me A Book inspires reading aloud to children, the most important factor in determining a child's future success in reading.

**Catholic Charities Archdiocese of San Antonio, Inc. (www.ccaosa.org) Contact: Kari Stewart – 210 222 1294 x 212**

Catholic Charities provides counseling services including the Catholic Counseling and Consultation Center; elder care services including Caregiver’s Day Out, Healthy Spirit and Money Management Program; family and children services including Adolescent Pregnancy and Parenting Program, CHIP, Great Start: TFTS, Guadalupe Community Center, Guadalupe Home, Precious Minds, New Connections, San Antonio Birth Doulas and Supporting Healthy
Marriages; family self-sufficiency services such as the Crisis Intervention Program and the Earned Income Tax Credit Program; legal services including Guardianship Services; migration services such as the Anti-Trafficking Program, Immigration Services, Refugee Resettlement Services and Unaccompanied Minors Pro Bono Program; and senior community services such as the Foster Grandparent Program and the Retired and Senior Volunteer Program.

Center for Enterprise Community Initiatives and Development, Inc.

(www.communityinitiativestx.org)

CECID’s mission is to facilitate and/or promote activities which will enhance the economic environment and quality of life of our communities through entrepreneurial development, job creation, community development, and the creation of small business initiatives. Projects include the Enterprise Community Street Outreach program serving homeless, runaway and street youth, “The Link” emergency youth shelter, LEAP assistance program for job seekers, and Self-Sufficiency Through Technical Employment Project (STEP) to create and expand entrepreneurial/employment opportunities.

Center on Independent Living, Inc. (www.coil.org)

Contact: Barry Muth – 210 671 7960

Established in 1985, the Center on Independent Living has guided and assisted people with severe physical disabilities in learning how to live independently. While compassion for this group is at the core of COIL, it is through the setting of goal driven, proactive solutions that help define the skills necessary to become a member of a community. Through evaluation and development of individual needs, COIL reaches out, encompassing many areas of physical disabilities. Over the years, COIL has expanded to help not only those with congenital (birth) disabilities, but also those with acquired (accident, disease, age) disabilities.

Centro del Barrio / CentroMed (www.centromedsa.com)

CentroMed is a network of clinics providing medical, dental, behavioral health (counseling), and nutritional services. Physicians, dentists, and other health professionals provide primary care services at locations throughout San Antonio and Bexar County. CentroMed’s non-medical
services include WIC/Nutrition, counseling, activities for seniors, and parenting/child development information.

Child Guidance Center of San Antonio (cgcsanantonio.org)  
210 614 7070

The Child Guidance Center of San Antonio is a not-for-profit agency dedicated to improving the community one child at a time. The mission of the Child Guidance Center is to provide quality outpatient mental health care to Bexar County children and adolescents regardless of family income level. Last year the Center provided services to 2,178 children at locations throughout Bexar County. One thousand, four hundred and nineteen children and their families received treatment at the Center. These services were provided on an outpatient basis only and fees charged were based on each family's ability to pay. United Way and other contributions provided the balance of the cost.

Children's Association for Maximum Potential (www.campcamp.org)  
Contact: Sarah Salazar – 210 671 5411

The mission of the Children’s Association for Maximum Potential (CAMP) is to strengthen and inspire individuals with special needs - and those who care for them - through Recreation, Respite, and Education. Programs include summer camps, respite weekends, parents’ night out, teen and adult day adventure, and the Developmental Disabilities Reality Course, which provides updates and current trends in providing care for individuals with developmental disabilities.

Christus Santa Rosa – Health Coalition  
Working toward improving health care and supporting health literacy initiatives.

Communities In Schools of San Antonio (www.cissa.org)  
CIS is the nation's leading community-based dropout prevention network. The mission of Communities In Schools is to connect schools with needed community resources in order to help young people successfully learn, stay in school and prepare for life. By bringing services, community agencies, parents, and volunteers into schools, CIS creates a community of caring adults who work hand in hand with educators. The result: Teachers are free to teach and students can concentrate on learning. Through a holistic, one-on-one case management approach, CIS-SA addresses the needs of students most at-risk for dropping out of school and their families.
The mission of the Department of Community Initiatives is to serve as a catalyst for coordinating resources and partnerships that promote economic self-sufficiency, family strengthening, and enhance the quality of life for children, families and seniors and ensure greater public accountability for the investment of resources. Activities include Child Care Services, Homeless Services, Senior Services, Center for Working Families, Office of Elderly Affairs, Community Family Resource Learning Centers, Office of Early Childhood Education, Youth Services, Carver Community Cultural Center, SA Education Partnership, Public Benefits and other programs.

The City of San Antonio Department of Community Initiatives Family Resource and Learning Division coordinates the Margarita R. Huantes Family Resource and Learning Center, and six Community Family Learning and Resource Centers (CFRLC). The Literacy Services Administration provides support to the adult literacy and education initiative, oversees construction of citywide CFRLC’s, funded by a 1989 voter approved bond issue, and staffs the San Antonio Commission on Literacy (SACOL). It also coordinates the Annual City-wide Convocation of Literacy Providers, and annual Literacy Awareness events.

**Down Syndrome Association**

([www.dsasa.org](http://www.dsasa.org))

DSA’s mission is to provide information and support for families and friends of children and adults with Down syndrome. Programs include outreach, early childhood, Kid Connection, Playgroup, programs for teens, Adult Matters!, Parents’ Night Out, educational workshops and academic tutoring.

**Crib's to College**

This project provides the framework to enable parents to save for college for their children. Families will receive their initial deposits in 2009 and the program will continue until the child has an acceptance letter to an institute of higher education, including trade and vocational schools. Parents will be asked to maintain current contact information throughout the duration of the program. Mayor’s Office: Jeanne Russell, 210-207-8979, jeanne.russell@sanantonio.gov. United Way of San Antonio and Bexar County, Sandra Imery, 352-7097, simery@unitedwaysatx.org

**Easter Seal Rehabilitation Center**

Contact: Linda Tapia – 210 616 0443
Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for more than 80 years. Whether helping someone improve physical mobility, return to work or simply gain greater independence for everyday living, Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals including vocational training and workforce support.

Ella Austin Community Center (www.ellaaustin.org)

Programs at the Ella Austin Community Center include Social Services, Child Development and Youth and Family Services. Social Services offers programs for low income seniors and for families in need of emergency assistance. Child Development uses a curriculum designed to build good communication and thinking skills to provide low cost child care. Youth and Family Services provides children and young adults with services that help them reduce problem behavior, meet their goals and strengthen their family relationships.

Epilepsy Foundation of Central and South Texas (www.epilepsyfoundation.org/efcst)

Epilepsy is one of the major health problems of our nation. More than 3 million Americans have epilepsy/seizure disorders, yet it remains one of our most misunderstood and unknown health issues. About half of the people with epilepsy have continuing seizures even with treatment. Many face problems in educational attainment, employment, transportation, and social interactions. The Epilepsy Foundation is a not-for-profit human service agency addressing the needs of persons and their families affected by epilepsy, seizure disorder, and related disabilities including traumatic and acquired brain injury, stroke, and developmental disability.

Family Service Association (www.family-service.org)

From six neighborhood locations and from 32 school campuses, Family Service provides high quality service in English and Spanish to the residents of 11 counties of all ethnic and racial backgrounds and all socio-economic levels. Services include Child Care Resource & Referral (including resources for consumers and providers), Counseling Services (including Project STAY and Family Effectiveness Training), Services for Families (including TRIAD, Kidshare, Safe Haven), Services for Parents (including Parenting Education and Family First), Services for Seniors (including In Home Personal Care and Care Planning), Services for the Workplace (including Family Friendly Business and the Employee Assistance Program), Services for Youth
(including FAST and YAGA) and Special Services (such as Hurricane Resettlement Services, Adopt A Family and Khakis for Kids).

**Family Violence Prevention Services, Inc.** ([www.fvps.org](http://www.fvps.org))

**Contact:** Marta Pelaez 210 930 3669

The Battered Women and Children's Shelter is a program of Family Violence Prevention Services, Inc., dedicated to breaking the cycle of family violence and strengthening families by providing the necessary tools for self-sufficiency through delivery of emergency shelter, transitional housing, education, effective parenting and early intervention with children and youth.

**First Book San Antonio** ([www.firstbook.org](http://www.firstbook.org))

First Book is a nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first new books. First Book provides an ongoing supply of new books to children participating in community-based mentoring, tutoring, and family literacy programs.

**First Focus on Kids**

First Focus on Kids, organized by the United Way, is working with nonprofit agency partners to increase the number of youth in safe, nurturing places after school. Through the Youth Development Coalition, more than 30 administrators, service providers, police and agency representatives are advocating within the community and in legislative processes boosting community resources and volunteerism, and improving the quality of programs through training and support. Homework assistance and reading are included in program offerings.

**Gemini Inc. – Contact: Rosemary Catacalos**

Grassroots literacy arts program nurturing readers and writers in San Antonio.

**George Gervin Youth Center** ([www.iceman44.org](http://www.iceman44.org))

**Barbara Hawkins, Superintendent – 210 568 8892**

The George Gervin Youth Center, Inc. is a 501 (c) 3 nonprofit organization reaching out to the community since 1991. Our mission is to provide innovatively designed, comprehensive, as well
as culturally sensitive services to impact the lives of troubled youth and their families. The primary focus of our programs is to assess and meet the individual needs of the whole person, specifically aimed at the needs of at-risk and disadvantaged youth. Programs include George Gervin Academy, George Gervin Daycare Center and George Gervin Technology Center.

**Girls, Inc. (www.girlsincsa.com)**

**Annette Rodriguez, Director – 210 212 2500**

Girls, Inc. inspires girls to be smart, strong and bold, arming girls with the skills to effectively tackle peer pressure, violence against women, adolescent pregnancy, unhealthy body image, low financial literacy, and the lack of female representation in science, sports and other fields.

**Girl Scouts of San Antonio Area (www.girlscouts-swtx.org)**

**Lea Bengels Rosenauer – 210 349 2404 x 224**

Girl Scouts builds character and skills for success in the real world. In partnership with committed adult volunteers, girls develop qualities that will serve them all their lives, like leadership, strong values, social conscience, and conviction about their own potential and self-worth. Through a myriad of enriching experiences, such as extraordinary field trips, sports skill-building clinics, community service projects, cultural exchanges, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.

**Goodwill Industries of San Antonio (www.goodwillsa.org)**

**Bob Dugas – 210 924 3011**

The mission of Goodwill is to help change lives through the power of work. Goodwill is North America’s leading nonprofit provider of education, training, and career services for people with disadvantages, such as welfare dependency, homelessness, and lack of education or work experience, as well as those with physical, mental and emotional disabilities. Last year, local Goodwills collectively provided employment and training services to more than 1.1 million individuals. Goodwill believes that work has the power to transform lives by building self-confidence, independence, creativity, trust and friendships.
Good Samaritan Center (www.goodsamaritancommunityservices.org)

Good Samaritan Community Services addresses living conditions of the impoverished communities of San Antonio's west side, serving as a place of change and hope for the individuals and families who strive to overcome the impact of poverty. Good Samaritan Community Services provides programs that foster education, character development, self-sufficiency and healthy living. Child Development Services offers comprehensive, nationally accredited daycare, providing children a place to grow into healthy, intelligent contributing members of the community, with a curriculum that includes the promotion of their physical, social, emotional creative, cognitive and language development. Services include full day, after school and vacation care and special features. Youth services provides low income, at-risk youth, the opportunity to develop personal and social responsibility and acquire essential life skills, with services such as employment training, educational enhancement, literary arts, college preparation, peer mentoring and leadership development and supervised recreation in safe, caring environment. The Senior Center serves as a senior nutrition site and provides seniors with the opportunity for life-long learning and a venue to develop and maintain social support networks.

Guadalupe Cultural Arts Center (www.guadalupeculturalarts.org)

Dan Gonzalez – 210 271 3151

The Guadalupe Cultural Arts Center mission is to preserve, promote and develop the arts and culture of the Chicano/Latino/Native American peoples for all ages and backgrounds through public and educational programming in six disciplines: Dance, Literature, Media Arts, Theater Arts, Visual Arts and Xicano Music. In addition, an Arts Education Program strives to expose the Chicano/Latino/Indigenous culture and heritage to the community of San Antonio and surrounding areas, by offering classes that serve as a positive outlet of expression and bring together generations through the artistic outlets. Classes are offered year-round in six disciplines of the arts: Music, Visual Arts, Dance, Theatre, Media Arts and Literature.

Head Start
Parent/Child Inc. (PCI) has served as the exclusive administrator of the Head Start program for Bexar County for the last 30 years. The company is contracted to provide services to preschool-aged children as Head Start's sole provider through summer 2009. However, effective Aug. 1, a group of new contractors will take over different aspects of the program. So far, Edgewood Independent School District, San Antonio Independent School District, nonprofit AVANCE and the Region 20 Education Service Center will serve as contractors for the Head Start program during the upcoming school year. Edgewood and San Antonio have already been selected to manage Head Start within their own districts in the fall. AVANCE will manage the program in the Harlandale Independent School District. Region 20 will manage Head Start in four different school districts in the county. The program will continue to offer childcare services and also Early Head Start at Avance.

**Health Collaborative (www.healthcollaborative.net)**

The Health Collaborative is a powerful network of citizens, community organizations and businesses, promoting a more robust, less duplicative, more synergistic approach to solving critical community health needs, while efficiently utilizing resources. The mission is to improve the health status of the community through collaborative means, by enhancing positive community health outcomes by leveraging appropriate resources, playing a leadership role in evaluating, developing, funding, and implementing health initiatives, increasing the number of partners in the collaborative, decreasing duplication of health services in the community and promote coordinated efforts for the best possible community health outcome, and adopting an appropriate community health improvement measurement system.

**Healthy Families San Antonio (www.hfsatx.org)**

The mission of Healthy Families is to prevent child abuse and neglect through community education and services that strengthen families and promote healthy child development. Services include home visitation, case management, parent group activities, speakers bureau, child abuse training network, site-based parenting classes, site-based screening, and Workshops by Design.

**Healy-Murphy Center, Inc. (www.healymurphy.com)**

210 223 2944

The mission of Healy-Murphy Center is to provide compassionate service to youth-in-crisis by focusing on individualized education in a non-traditional setting, early childhood development
and essential support services. Services provided include accredited high school academic
classes, reading enrichment program, electives, sports teams, parenting and childbirth classes,
life skills classes and counseling, GED classes, vocational counseling and job placement
assistance, child development center, and health clinic.

Homework Helpers (www.homeworkhelperstx.org)
Homework Helpers employs college students to offer free mentoring and tutoring to San
Antonio’s school children. Not only a vital source of homework help, Homework Helpers is also
dedicated to offering students the personal and interpersonal skills they need to succeed in
school, plan for college and set career goals. By mentoring as well as tutoring, Homework
Helpers can guide students along the path to graduation, college and professional life, providing
the resources necessary to meet the academic and life challenges ahead of them.

House of Neighborly Service (www.hnsfamily.org)
Carl Pfeifer – Director - 210 434 2301
House of Neighborly Service (HNS) is a non-profit, multi-service, neighborhood center, founded
in 1917 by Presbyterian missionaries. For 90 years, it has provided a variety of social, health, and
educational services to families from San Antonio's Westside. HNS programs are designed to
help individuals and families move from a state of dependency towards one of self-sufficiency.

Jawanda Newsome ABA and Behavioral Services
Jawanda Newsome ABA and Behavioral Services, LLC recognizes and respects the uniqueness
of each child. It is our mission to help children with autism and other developmental disabilities
obtain their full potential by using their uniqueness as their strength. Through Applied Behavior
Analysis and behavior modification, we strive to help each child succeed.

Jewish Federation of San Antonio (www.jfsatx.org) and Jewish Coalition for Literacy
(sanantonio.ujcfedweb.org/page.aspx?id=182847)
The TUTOR program coordinates volunteers who help children in their own schools on a
weekly basis. The program is dedicated to eradicating illiteracy in San Antonio. The program is
a non-profit educational and advocacy organization that provides mentors and tutors through the
school systems in San Antonio. Volunteers are from a diversity of cultures and religions. They
assist students by extending reading or mathematics learning opportunities to those in need of
support in these areas. Volunteers choose the day and time they want to commit to working with the same student once a week approximately 45 minutes to 1 hour.

**Junior Achievement of South Texas**

**210 490 2007**

Junior Achievement of South Texas inspires and prepares young people to succeed in a global economy. JA's curriculum aligns with Texas education standards, provides a positive business role model, and forms an effective bridge between business and education. JA programs have proven to be successful at raising students' educational and career aspirations and teaching students to create opportunities to achieve their goals. By pairing community volunteers with professional educators in classrooms throughout South Texas, with offices in San Antonio, Corpus Christi, and Laredo will bring economic education programming to approximately 62,000 students during the 2007-2008 school year.

**Juvenile Justice Alternative Education Program JJAEP**

**210 824 2483**

The Juvenile Justice Alternative Education Program, serving students expelled from school, provides daily instruction, supervision, and educational support for high-risk students by providing these youth with the tools and knowledge needed to make positive changes in their lives. A major priority of the JJAEP is to engage these youth in education by re-establishing a positive relationship between the schools, these students, and their families. To accomplish this, the JJAEP is designed to rebuild positive attitudes and create strong relationships with adult role models, that focus on a student's strengths.

**Juvenile Outreach and Vocational Education Network (www.jovensa.org)**

JOVEN's mission is to develop character and resiliency in children by providing them with innovative and exciting programs, as well as structured alternative activities that are designed to help them succeed. Specific programs include the Universal Prevention Program, the Selective Prevention Program, Creating the Vision, and intervention services such as counseling and intensive case management.

**KIPP Aspire Academy (www.aspireacademy.org)**

KIPP Aspire Academy is a free college preparatory middle school that is committed to providing its students with a top quality education, making no excuses regarding background or previous
educational experience, and recognizing that there are no shortcuts to success. The mission is to enable children who have been educationally underserved to develop the knowledge, skills and character necessary to succeed in top quality high schools, colleges and the competitive world beyond. KIPP is the Knowledge Is Power Program – a successful, proven middle school model committed to helping educationally underserved 5th through 8th graders to get on the path to college. There are already more than 40 KIPP schools throughout the country that are repeatedly demonstrating above average test scores and an exemplary record of success.

**KLRN (www.klrn.org)**

KLRN is San Antonio’s public television station, with a mission to use the power of telecommunications to provide quality programs and services which advance education, culture and community, to enrich the lives of people throughout South Central Texas. Numerous partnerships and programs in the community support family literacy, school readiness, nutrition, support for teachers, adult learners, GED students, workplace skills, and more.

**Latino Financial Issues Program (www.national-lfip.org)**

Lisa Montoya – (lisa.montoya@utsa.edu)

The Latino Financial Issues Program (LFIP) is a project of ACCION Texas (see above). LFIP is a university-community partnership that invites undergraduate and graduate level students to work through a year-long, integrated course of study and service-learning to promote wealth and asset building in the Latino community. LFIP scholars are exposed to careers in economic development and financial services and give them a professional summer work experience where they can make a direct impact on the financial security of Latinos.

**Lutheran Social Services of the South, Inc. (www.lsss.org)**

Contact: Angelica Villastrigo – 210 822 9745

Ministries include children, seniors, poor, spiritual care, disaster response, and marriage enrichment.

**Madonna Neighborhood Center (bexar-tx.tamu.edu/4H/MadonnaCenter.htm)**

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The Madonna Neighborhood Center, a United Way Agency, was founded by the Sisters of Divine Providence. It serves part of the far West Side of San Antonio and assists low income children, families and senior citizens by offering a range of social services which include: day care programs, Extended Care Gardendale Elementary, after school program, summer recreation program, Saturday morning program, evening meal, senior citizens services, emergency assistance, counseling services, thrift shop and recreation programs such as sports, arts and gardening.

Methodist Healthcare Ministries (www.mhm.org) – health coalition

MHM is a faith-based, non-profit organization that was created to provide care through health-related programs and services that it owns and operates. These include primary care medical and dental clinics, support services like counseling, case management and social services, parenting programs, community centers, and church-based community nursing programs. MHM also provides financial support to established organizations that are already effectively fulfilling the needs of the underserved in local communities through programs and services that they already operate.

Methodist Healthcare System (www.sahealth.com) – Healthcare Coalition

The Methodist Healthcare System brings together 15 of San Antonio's most respected health care facilities and 2,000 associated physicians. The system provides about 38% of the health care needs of San Antonio, taking a leading role in San Antonio's second largest industry. The Methodist Healthcare System also reaches out to the community with a wide variety of health outreach activities and programs related to health literacy. Programs include DoctorSource, Call-A-Nurse for Children, WomanPlus, The Young Heroes’ Club, 55Plus, and the FirstSteps program for birth education. Dozens of health fairs, health screenings, educational programs and health-related support groups are provided.

Methodist Mission Home (mfrs.org)

Contact: Jennifer Sample – 210 696 2410 x112

Methodist Mission Home offers hope to adoptive families, birth mothers, and adopted children through domestic, older child, and international adoption services. Maternity Center / Maternity Home and post adoption services are available. For adults who are deaf/hard of hearing, or have other disabilities, the road to independence begins at Methodist Mission Home. We have a
quarter century tradition of offering vocational training, job skills training, and life skills training. Our residential center has been nationally recognized.

**Mexican American Unity Council (mauc.org)**

**Contact: Fernando Godinez – 210 978 0500**

The Mexican American Unity Council, Inc. (MAUC) provides guidance, services, and resources within Bexar County in areas of education, housing, community and economic development.

**Mission Road Ministries (www.missionroadadministries.org)**

**Contact: Toby Summers – 210 334 2404**

Mission Road Ministries is a non-profit organization serving more than 600 children and adults with mental retardation and other developmental disabilities each day with residential, day services and vocational programs in San Antonio, Texas by helping clients reach independence, productivity and inclusion in the community. Programs include children services, community services, adult day services, apartment services and vocational services.

**North East Independent School District (www.neisd.net)**

The North East Independent School District serves much of the north central and northeast sectors of Bexar County. The majority of the district lies within the City of San Antonio, but several smaller communities are also encompassed as well, including the cities of Castle Hills, Hill Country Village, Hollywood Park and Windcrest. NEISD boasts 19 “Exemplary” schools in addition to special programs for gifted and talented students, career and technology education courses, magnet programs, bilingual and special education services, as well as a nationally-recognized community education program.

**Northside Independent School District (www.nisd.net)**

Serving much of northwestern San Antonio and Bexar County, Northside Independent School District is the largest school district in the region, with over 85,000 students and 11,000 staff. With 62 elementary schools, 16 middle schools, 13 high schools and 10 special schools, it is also the fourth largest school district in Texas. Northside’s numerous community partnership projects include Adult and Community Education, the Northside Education Foundation, and the School-Business-Community Partnerships office.
Palmer Drug Abuse Program (www.pdap.com/sahome.htm)

Contact: Mark Barr – 210 227 2634

The Palmer Drug Abuse Program provides outpatient counseling and other recovery services designed to help both individuals and families recover from the devastating effects of chemical dependency. Direct recovery services are available to teenagers, adults, family members and adolescent siblings of chemically dependent teenagers or the children of adult addicts. Other services include state-approved alcohol education program for minors, facilitated recovery group meetings, a speakers bureau and a safe haven/activity center at each satellite office.

Positive Beginnings (www.pbi-texas.org)

Contact: Roger Caballero – 210 533 4747

Positive Beginnings strives to provide the community with quality, comprehensive child development services and parental skills training that facilitates and supports strong self-sufficient families.

Positive Solutions (www.positivesolutionsinc.net)

210 299 1025

Positive Solutions Charter School is committed in providing a high quality education that fosters a safe and respectful atmosphere while maintaining a flexible and challenging curriculum that encourages lifelong learning and positive community involvement to prepare students for higher education, success in the workforce, and to become contributing members of the society.

Precious Minds, New Connections (www.kronkosky.org/pmnc/home.html)

Contact: Megan Kromer – 210 678 2008

Precious Minds, New Connections is a major initiative of the Kronkosky Charitable Foundation and Baptist Child and Family Services. Parenting education is the principal thrust of the Initiative and is carried out through annual grants to 24 agencies and collaboratives in the Foundation’s four-county service area. Precious Minds, New Connections is based on extensive research into early childhood development. Parenting education enables parents to understand early childhood development and realistic expectations for child behavior. All of this knowledge
is known to lead to less likelihood that a child will be abused and his or her development neglected.

**Presa Community Service Center (www.presa.org)**
**Contact: Stephanie Smith – 210 532 5295**
The Presa Community Center offers food services, transportation, senior citizen services, counseling, financial literacy, after school activities, courts in schools, athletics, learning centers, recreation facilities and more.

**Project Quest (210) 270-4690, www.questsa.com.**
The mission of Project Quest is to train San Antonio residents who would otherwise be out of work or on public assistance. But Project Quest does more than teach job skills. It ensures that "participants get all the attention and support they need to successfully complete the program.” Rather than leave participants to navigate alone through financial and emotional minefields, Project Quest provides financial assistance and counseling.

**Raise Your Hand Texas (www.raiseyourhandtexas.org)**
Raise Your Hand Texas is a bipartisan group of business and community leaders, parents and taxpayers dedicated to strengthening and improving public schools, and focusing on the following three points of action: (1) Celebrating the outstanding work done by Texas teachers, administrators and students each and every day; (2) Defending public schools against criticism that is unfair or inaccurate; and (3) strengthening the public schools by seeking additional state resources and making commonsense suggestions that will help provide a safe and effective learning environment for all Texas children.

**Randolph Field ISD (www.rfisd.net)**
**Contact: Billy Walker, superintendent – 210 357 2300**
Randolph Field Independent School District is a public school district based in Universal City. The district serves the children of Randolph Air Force Base military personnel. So long as a parent or guardian is assigned to Randolph, the student does not have to physically reside on the base to attend Randolph schools; however, the student must be accepted on a transfer basis in
such cases. Schools include Randolph Elementary School, Randolph Middle School and Randolph High School.

Reach Out And Read –Texas (www.uth.tmc.edu/rortx)

Contact: Kim Anderson –713 500 8295

Reach Out & Read - Texas began in 1999 as the statewide initiative to expand the national Reach Out & Read (ROR) organization throughout Texas. With over 200 ROR programs in community health centers, children's hospitals, and pediatric practices in Texas, ROR-TX has surpassed its original goal of starting 20 new ROR programs annually. To date, ROR-TX has trained over fifteen hundred health care providers, including pediatric residents in training. ROR-TX also collaborates with school districts, public libraries, community literacy coalitions, medical societies and others to enhance literacy efforts throughout the state.

Reading is Fundamental (www.rif.org)

Reading Is Fundamental, Inc. (RIF) motivates children to read by working with them, their parents, and community members to make reading a fun and beneficial part of everyday life. RIF's highest priority is reaching underserved children from birth to age 8. Through community volunteers in every state and U.S. territory, RIF provides 4.6 million children with 16 million new, free books and literacy resources each year.

Region 20 (www.esc20.net)

Education Service Center, Region 20 is one of 20 regional education service agencies within Texas which assist school districts in improving student performance and increasing the efficiency and effectiveness of school operations. We are a non-regulatory agency; our relationship with school districts is collaborative and supportive.

Rotary District 5840

Club members are engaged in tutoring activities in a number of San Antonio schools.

Roy Maas' Youth Alternatives (www.rmya.org)
Roy Maas’ Youth Alternatives, Inc. is committed to caring for children in crisis. The organization promises that it will give every child and family seeking services complete dedication and attention. Based on the principles of respect and responsibility, children will build a foundation of positive values, which will promote future success and end the cycle of abuse.

**St. Paul Lutheran Child Development Center (www.stpaulsa.org)**

St. Paul Lutheran Church established the child care center to meet children's daily physical, social, emotional, intellectual, and spiritual needs. The center provides developmentally appropriate learning experiences for each age level, quality care in a Christian atmosphere, Christian education and worship opportunities, proper nutrition, and opportunities for family involvement in Christian activities in St. Paul Lutheran Church.

**St. Peter – St. Joseph Children’s Home (www.stpjhome.org)**

St. Peter-St. Joseph Children’s Home was originally founded as an orphanage by the Sisters of Charity of the Incarnate Word in 1891. Today St. PJ’s is both a home to children who have suffered as victims of sexual and emotional abuse, neglect, poverty and broken homes and it is a community counseling and service center for families in crisis.

**St. Philips College (www.accd.edu/spc/)**

St. Philip’s College is among the oldest and most diverse community colleges in the nation and one of the fastest growing in Texas. A Historically Black College and Hispanic Serving Institution with a semester enrollment of over 10,000 credit students and 5,000+ continuing education students, St. Philip’s College is meeting the educational needs of San Antonio’s growing and diverse community. St. Philip’s College is a multi-campus institution of the Alamo Community Colleges.

**Salvation Army (www.salvationarmysatx.org)**

The Salvation Army provides a wide range of programs in the San Antonio area to prevent homelessness, provide nutritional meals, provide spiritual guidance, and provide training. These programs include the Hope Center, Peacock Village, Emergency Family Shelter, Home Sweet Home, Transitional Family Housing, Scattered Sites Apartment Program, Goslinowski Social Services Center, Beaumont Foundation Computer Lab, Citadel Senior Nutrition Program, The Salvation Army Boys & Girls Club, William Booth Garden Apartments, Dave Coy Men’s Emergency Shelter, Dave Coy Workers Program, Dave Coy Senior Nutrition Program, Dave Coy
Mandatory Supervision Program, Southside Child Development Center, Hope Center Senior Nutrition Program, The Village Stepping Forward/Shining Star/New Start, Citadel Corps, Southside Corps, Center of Hope Corps and Adult Rehabilitation Center.

San Antonio Baptist Association- Literacy Ministry Training Institute (www.sanantoniobaptist.org)

The San Antonio Baptist Association is a family of autonomous Baptist churches doing missions and ministry together. San Antonio Baptist Association is comprised of 250 churches plus several house churches and missions. The major literacy related initiative is the Literacy Ministry Training Institute.

San Antonio College (www.accd.edu/sac)

One of the Alamo Community Colleges, San Antonio College is a comprehensive community college with programs designed to fit the needs of those recently graduated from high school, those wishing to start or complete their college education after being out of school for some time, those wanting to improve their work skills, or those interested in pursuing a particular interest by enrolling in classes for credit or non-credit. Continuing Education options include the Professional Studies, Licensure and Certification Center, the Medical Administration and Technology Support Institute, the EMS Training & Health Professions Academy, the Language & General Education Center, the Continuing Nursing Education Program, the Law Enforcement Training Academy, the Service, Trade and Industry Center, the Center for Educator Preparation, and Customized Contract Training.

San Antonio Education Partnership

The Education Partnership has invested more than $12 million in scholarships awarded to students attending local colleges and universities. The commitment to produce an educated workforce has resulted in over 2,600 college graduates. As the program continues toward its 20-year anniversary, the San Antonio Education Partnership currently awards over 2,600 scholarships annually.

San Antonio Fighting Back (www.safb.org)

Over the years, SAFB has conducted a variety of programs designed to impact its three goals of increasing treatment accessibility, reducing drug-related crime, and preventing youth substance
abuse. Today those programs include Operation Weed & Seed, Value-Based Violence Prevention Initiative, Ex-Offender Transition Services, Project SUCCESS, and Too Smart to Start. Other programs include Choosing Healthy Alternatives for Mental, Physical and Spiritual Success, Communities Empowering Youth, Drug Free Mentor, Faith In Action, Methamphetamine Prevention Partnership, PRIDE Youth Academy, Texas 21st Century Community Learning Centers, Young Offenders/Ex-Offenders Re-Entry Coalition and the Youth Crime and Drug Watch Coalition.

San Antonio Housing Authority (www.saha.org)

Financial literacy programs are offered by the San Antonio Housing Authority, which is committed to building and maintaining affordable housing for the citizens in our community, seeking to create safe neighborhoods by partnering with individuals and organizations to provide housing, education, and employment opportunities for families of modest means to become self-sufficient and improve their quality of life.

San Antonio Independent Living Services (www.sailstx.org)

SAILS is a federally designated Center for Independent Living aimed at assisting individuals with disabilities and their families in Bexar County and 27 additional counties in the region. SAILS helps individuals with any disability: mental, physical, cognitive or sensory. Services include teaching independent living skills, providing up-to-date information and referrals, and training individuals on how to advocate for themselves.

San Antonio Independent School District (www.saisd.net)

SAISD instills students with the knowledge and skills necessary to become successful citizens. The district enables parents to select the type of academic environment that best fits their child’s unique learning style. Parents may choose from a more traditional setting to Magnet programs and internal charters that specialize in a particular theme or subject matter. The district’s 54,000 students attend eight traditional high schools, 14 middle schools, 52 elementary schools, nine pre-kindergarten to grade 6 or 8 academies, 12 internal charter schools, four non-traditional schools, and 12 secondary schools hosting magnet programs. Special offerings include the Young Women’s Leadership Academy, Travis Early College High School, Early Childhood Education, Full Day Kindergarten, and much more.

San Antonio Kids Exchange (www.sakidsexchange.net)
San Antonio Kids Exchange is dedicated to helping children and parents in divorce situations redefine and restructure their families during the time of transition. Through supervised visitation and monitored exchange services, San Antonio Kids Exchange provides a safe place for children to maintain a relationship with both parents. Other services include parent education programs, counseling and therapy, and support groups.

**San Antonio Metropolitan Ministry – SAM Ministries (www.samm.org)**

SAM Ministries is an interfaith ministry dedicated to providing shelter and care to the homeless of San Antonio. It is the largest service provider of direct care and shelter in San Antonio and the surrounding area. SAM Ministries provides an array of programs and services available to the homeless of San Antonio, including life skills, job training, financial management, computer skills, parenting classes and more. Our guests have access to medical and dental facilities and each program is designed to provide our guests with the basic tools necessary to return to the path of self-sufficiency. SAM Ministries operates three primary facilities, the Commerce Street Emergency Shelter, the Transitional Learning and Living Center and Furniture For A Cause.

**San Antonio Public Library (www.sanantonio.gov/library)**

The San Antonio Public Library is a network of two dozen libraries throughout San Antonio. Literacy programs include Story Time and other family literacy reading activities. Computer literacy classes are available and a wide range of other community service programs.

**San Antonio Urban Ministries (www.saum.org)**

The mission of San Antonio Urban Ministries is to meet youth and mental health needs within the San Antonio community, by providing social services with the highest standards of excellence. Specific programs include After School Kare, Fairweather Lodge and Fairweather Family Lodge.

**San Antonio Youth Centers, Inc. (www.sanantonioyouth.org)**

The mission of San Antonio Youth Centers is to develop the character, strengths, talents and skills of San Antonio’s high-risk urban youth through fun, safe experiences, positive learning environments, and holistic programs that inspire each individual to fulfill their potential personally and in the community. Six locations provide programs such as Alamo City YouthBuild, Community Learning Centers, Carol White Physical Education Program, Youth Getaways, and a Nutrition Program.
San Antonio Youth Literacy

The mission of San Antonio Youth Literacy (SAYL) is to promote the literacy skills of San Antonio's at-risk youth. SAYL trains volunteers to work one-on-one with elementary school-aged children who are reading below grade level. SAYL provides opportunities for guided reading practice with a caring individual, fosters an enjoyment of reading, and enhances the motivation and self-esteem of at-risk children through the experience of reading.

San Antonio YMCA (www.ymcasatx.org)

Local YMCAs in the San Antonio area provide after school programs, child care, camping, and youth leadership programs, and promote health and wellness for the entire community. In addition, they partner with over 100 elementary, middle and high schools as well as churches, parks and recreation departments and hospitals to provide quality child care; after school and day camp programs; developmental youth sports; aquatic and other physical health and wellness programs for children, teens, families and active older adults. Other partnerships include those with local businesses, nonprofit organizations and the local bar associations to help children and youth stay in school, be successful in school and learn those core values of caring, honesty, respect, responsibility and faith. These values help keep young people developing positive character and serving their communities to help meet the educational, employment and economic needs of the future.

San Antonio YWCA – Mi Carrera (www.ywca.org)
(tinyurl.com/micarrera)

The YWCA USA is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values. Strengthened by diversity, the YWCA draws together members who strive to create opportunities for women's growth, leadership, and power in order to attain a common vision: peace, justice, freedom, and dignity for all people. The YWCA will thrust its collective power toward the elimination of racism wherever it exists and by any means necessary. The Mi Carrera program offers young women in middle and high school a distinctive set of integrated services that is designed to address a student’s self-esteem, self-control, and motivation. Mi Carrera motivates students to realize a future for themselves that includes higher education, employment and long-term self-sufficiency. YWCA achieves the program goals by holding weekly classes for participants in
local high schools and middle schools. The classes promote self-awareness and character development, career exploration, job readiness skills, financial literacy, child development and parenting skills. Students also participate in field trips to university campuses and career fairs.

Selena Center for Youth Potential (www.aamainc.us/en/cms/?130)

This program is the Sister Program of the Barrios Unidos Program in Houston, Texas. The program targets adolescents who are at risk for gang involvement, drug use, and potential dropouts. As the program name indicates, services are designed to provide opportunities and role-modeling that will give female Hispanic youth from the Barrios a structured and safe environment to learn positive and rewarding behaviors that will celebrate cultural diversity and foster non-violent, productive community participation.

SER: Jobs For Progress

SER is a national network of employment and training organizations that formulates and advocates initiatives that result in the increased development and utilization of America’s human resources, with special emphasis on the needs of Hispanics, in the areas of education, training, employment, business and economic opportunity. SER aims to develop the employment and training capabilities of the SER network through the provision of technical assistance, research and planning, program and policy development, and fundraising.

Seton Home (www.setonhomesa.org)

Seton Home exists to provide a nurturing environment that fosters childbirth and proper parenting skills for homeless teens that are pregnant and/or parenting and have chosen to keep their babies. The goal is to help clients progress from crisis to self-sufficiency through a model of care that interrupts the recurring pattern of teen pregnancy, child abuse and neglect and provides a brighter future for teens and their children. Services include academic and vocational education, parenting education and infant and child development, onsite child development center, spirituality and faith development, independent living skills, psychological, emotional and attitudinal development, job and career development, and access to various community resources.

Smart Start Initiative

Smart Start implements a Mentoring for Child Care Accreditation Program making measurable strides in the face of quality early care and education for children in this community. Smart Start
trains, support and encourages providers to raise the standards and availability for quality care. Smart start created a $2 million endowment for early care and education and trained 8,000 child care providers.

**Somali Bantu Association of San Antonio (www.sbantuassofsa.org)**

The mission of the Somali Bantu Association of San Antonio is to facilitate the resettlement of the Somali Bantu Community in the United States by providing programs for education, culture and economic opportunity in order to promote self-sufficiency within the community. Specific programs include English classes, interpretation and translation services, vocational training, employment services, housing assistance, consumer advocacy, and other support services.

**Somerset ISD (sisdtx.sharpschool.com)**

In 1922, the Somerset Independent School District (SISD) was formed from at least five other school districts: Wildman, Senior, Bexar, Old Rock (Old Somerset area), and Oak Island. Today, it occupies 85 square miles and is located in southwest Bexar County and northwest Atascosa County. With over 500+ employees on its payroll, SISD is the single largest employer in the community and currently has six school campuses – 4 within Somerset city limits and 2 within the area of Von Ormy. Despite being ranked as one of the poorest (economically) district in Texas, Somerset taxpayers are exceedingly generous when it comes to providing funds for education. Their approval of various bond issues over the years has ensured that the district remains current in educational facilities, educational programs, and educational opportunities for its students.

**South San Antonio ISD (www.southsanisd.net)**

The South San Antonio Independent School District encompasses 21 square miles in the south and southwest portion of San Antonio. Portions of the school district adjoin Lackland Air Force base and Kelly USA. Total student enrollment in South San Antonio Independent School District is about 10,000 students. Ten elementary schools serve approximately 5,600 students in pre-kindergarten through fifth grade. More than 2,100 students are enrolled in four middle schools. The district's two high schools have an enrollment of over 2,100. Students are also enrolled in the Career Education Center and Alternative Center.

**Southside ISD (www.southsideisd.org)**
Schools in the Southside ISD include the 9th Grade Academy, Discipline Alternative Education Program, Freedom Elementary, Heritage Elementary, Julian C. Gallardo Elementary, Julius A. Matthey Middle School, Losoya Intermediate, Pearce Primary and Southside High School.

Southwest ISD (www.swisd.net)

The Southwest Independent School District encompasses 115 square miles in the southwest quadrant of Bexar County. Facilities include 15 fully air-conditioned campuses.

Sunshine Cottage School for Deaf Children (www.sunshinecottage.org)

Sunshine Cottage prepares children with hearing loss for a successful life in the hearing world by promoting early identification of hearing loss, intervention and listening, language and speech in an auditory oral educational environment. Educational options include self-contained classrooms and mainstream classrooms, parent-infant programs, extracurricular activities, and a graduate degree program. Clinical services include audiology, speech pathology, counseling, assessment, and services of medical professionals.

The Acorn: A School for Young Children (www.theacornschool.net)

The Acorn is a private, non-profit preschool and kindergarten. Located in a historic San Antonio home with shaded playground, children at the school are given ample opportunity to learn through play, interact, create and explore. Different areas of the center based facility include space for large motor activities, space for dramatic play, space for quiet activities including books, science, nature, manipulative toys and equipment, and space for creative, process-oriented, child-centered art activities.

The ARC of San Antonio (www.arc-sa.org)

The Arc of San Antonio provides direct care programs such as childcare, day habilitation and vocational training for people with developmental disabilities. The Arc also serves as a gateway to other community resources through our case management and support services for children, youth and adults with all types of disabilities. Projects include life enrichment programs, support services, case management, the Green Clean Team and the Arc Family Network.

Texas AgriLife Extension Service / Texas Agricultural Extension Agency (texasextension.tamu.edu)
Working hand-in-hand with its Texas A&M System partners, the state legislature, and the communities it serves, the mission of the Texas AgriLife Extension Service to serve Texans through community-based education has remained unchanged for almost a century.

**Texas Library Association (www.txla.org)**

TLA is a diverse professional organization promoting librarianship and library service in Texas. Through legislative advocacy, continuing education events, and networking channels, TLA offers librarians, library supporters, and library suppliers’ opportunities for service and personal growth.

**Texas Literacy Resources (www.texasliteracy.com)**

Texas Literacy Resources, Ltd. provides educational consulting, tutoring services, professional resources, and children’s literature to school districts, teachers, parents, and students. Our mission is to assist these parties in meeting the instructional needs of all learners through quality professional development opportunities, professional resources, hands-on, minds-on teaching, and student materials so that all students meet the demands of local, state, and national standards. Services include literacy coaching, literacy specialist, teacher seminars, grant writing, reading tutoring, math tutoring, homework help, learning resources, parent workshops and early literacy acceleration.

**San Antonio Spurs**

The Spurs offer a wide range of after school programming including mentoring and tutoring activities.

**Texas State Reading Association (www.tsra.us)**

For over 30 years, the primary purpose of TSRA has been to improve the level of literacy quality in the State of Texas. TSRA, the state affiliate of the International Reading Association, works to stimulate and promote research and new developments for teachers and students.
Trinity University (www.trinity.edu)

Trinity University offers 37 majors and 49 minors, as well as special advising tracks for pre-law and the health professions, including pre-med. In addition, there are select graduate programs, two of which—accounting and education—can be completed as five-year combined bachelor’s and master’s programs. Trinity offers extensive opportunities for double-majors and self-designed interdisciplinary majors that let you tailor your education to your specific goals and interests, as well as support for undergraduate research, internships, and study abroad opportunities that broaden experience and deepen understanding. The university also provides innovative programs such as Languages Across the Curriculum, a series of courses about the art, economy, politics, and history of a culture, all taught in the language of that culture, as well as a flexible Common Curriculum that emphasizes critical writing, discussion, and problem-solving.

The Unicorn Centers, Inc. (unicorn.missionroadministries.org)

Unicorn Centers is a vocational training and job placement agency for adults with mental retardation and other developmental disabilities. Unicorn customers are empowered to achieve their maximum potential for independence and productivity in the workplace and in the community through specialized Unicorn programs. Life enhancement services include half-day contract work, life skills training, job placement, job coaching and long term follow up services.

United Way of San Antonio and Bexar County (www.unitedwaysatx.org)

United Way of San Antonio and Bexar County is the largest and most respected, private health and human care service organization in Bexar County. Resources are focused on funding 110 strong, well-managed programs at 60 agencies. United Way of San Antonio and Bexar County partners with local businesses, foundations, nonprofits, local government entities and individual donors to get to the heart of problems – improving early care and education for local children, strengthening families to become more financially stable and developing individual capacity for success.

University Health System (www.universityhealthsystem.com)

University Health System is one of the most prestigious health care systems in South Texas. University Hospital, a 604-bed acute care hospital, is the primary teaching facility for The UT Health Science Center at San Antonio. As a result of this partnership, our medical team participates in leading-edge medical research.
University of the Incarnate Word (www.uiw.edu)

Academic programs include Adult Degree Completion Program, College of Humanities, Arts and Social Sciences, Dreeben School of Education, Feik School of Pharmacy, Graduate Studies, H-E-B School of Business and Administration, School of Interactive Media and Design, School of Math, Science and Engineering, School of Nursing and Health Professions, and Universe Online serving students over the Internet.

University of Texas at San Antonio (www.utsa.edu)

(Child and Policy Research Institute)

The University of Texas at San Antonio serves the San Antonio metropolitan area and the broader region of South Texas through programs and services offered from its three campuses: 1604 Campus, Downtown Campus, and Institute of Texan Cultures. With more than 28,500 students enrolled in 130 undergraduate and graduate degree programs, UTSA is the second-largest component in the University of Texas System and has been one of the state's fastest-growing public universities for much of the last decade. UTSA offers 64 bachelor's, 46 master's and 20 doctoral degree programs. With 10 doctoral programs and five more master's programs in the planning stages or awaiting final approval, UTSA is rapidly moving toward classification as a doctoral/research intensive institution. The university's three campuses provide access and opportunity for large numbers of historically underserved students. More than 56 percent of UTSA's students come from groups underrepresented in higher education. Many students are the first in their families to attend a college or university.

Voices for Children – contact: Camm Mesina – 210 232 3239

Voices for Children is a research and advocacy organization committed to making young children's issues a priority in the San Antonio community.

Winston School (www.winston-sa.org)

For students who learn differently. For a child with learning challenges who has experienced failures in many areas of schooling, specialized instruction delivered with exceptional warmth, sensitivity, compassion and concern is often the catalyst that changes the course of their school career and possibly the course of their lives.

WorkForce-Alamo
Providing workforce preparation and vocational training support.
SAN ANTONIO REPORT PARTICIPANTS

SAN ANTONIO LITERACY PROVIDER SURVEY

Thank you for taking the time to respond to this survey. Please respond to each question completely. Questions marked with an asterisk (*) require an answer. When you have completed the survey, please click the “Submit” button at the bottom of the page.

1. *Provide your Organization’s contact information. Please fill in completely.
   Organization Name:
   Executive Director Name:
   Physical Address:
   City and Zip:
   Phone:
   Literacy Program Coordinator Position:
   Literacy Program Coordinator Name:

2. Does the organization have 501(c)?
   Yes
   No

3. Please enter the web and e-mail addresses in the space below.
   E-mail:
   Website:

4. What types of literacy services does your organization offer? Select all that apply.
   Early Childhood (Birth to 5 years old)
   Pre-K
   Homework Help
   Subject Tutoring
   Literacy Testing
   Out-of-school Youth Literacy Programs
   Learning Disability Assessment
   Learning Disability Tutoring
   Adult Basic Reading and Writing (ABE)
   Basic Math
   English as a Second Language (ESOL)
   Vocational English as a Second Language (VESL)
   Native Language Literacy
   Volunteer Tutoring
   Literacy for Incarcerated Youth____, Adults____
   GED Instruction/Test Preparation
   GED Testing

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On-Site Workplace Literacy
Citizenship
Parent Education
Family Literacy
Health Literacy
Financial Literacy
Computer Literacy
Other (please specify)

5. *Approximately how many clients did your organization provide literacy services to in Fiscal Year 2006-07?*

6. **What percentage of your organization’s literacy clients belong to the below age groups?**
   *Percentages should total 100.*
   
   ____ Early Childhood/Pre-K (less than 5 years)
   ____ Childhood (5 years to 15 years)
   ____ Youth (16 years to 20 years)
   ____ Adult (21 years and older)

7. **Does your organization provide literacy services at the physical address provided in Question 1, or at other locations?**

   On site only
   On site and at other locations
   Other locations only

8. **If literacy services are provided at other locations, please list the locations where literacy services are provided.**

9. **How far away is the nearest Sun Tran bus stop from your organization or to the location(s) where literacy services are provided?**

   Less than ¼ mile
   ¼ - ½ mile
   ½ - 1 mile
   More than 1 mile
   Varies by location
   Don’t know

10. **In your estimation, where did your organization’s literacy service clients reside during Fiscal Year 2006-07? Indicate the approximate percentage of clients from each zip code.**
    *Percentages should total 100. (zip code table included)*

11. **In your estimation, what percentage of your clientele uses public transportation as their primary mode of transportation?**

    Fewer than 10%
    More than 10% but fewer than 50%
    More than 50%
12. What percentage of your staff involved in literacy initiatives is teacher certified?

13. *If your organization requires a pre-test for new clients to determine their baseline literacy levels prior to receiving services, please describe your pre-test procedure, including types of assessments used. If you do not pre-test clients, please enter “N/A.”

14. If your agency measures or assesses clients’ progress, briefly describe your procedures/metrics.

15. Please describe the tracking system or database (e.g. ASISTS) that your agency uses to track clients’ progress?

16. What do you see your agency’s areas of greatest need? Select all that apply.

- Volunteer Recruitment
- Fundraising
- Staff Retention
- Clientele Recruitment
- Public Relations
- Planning
- Staff Training / Development
- Record-Keeping
- Evaluation and Accountability Procedures

17. Please list any additional needs that are not listed above.

18. What is your organization’s total Fiscal Year 2006-07 budget for literacy services? $__________

19. Which of the following funding sources did your literacy services receive in Fiscal Year 2006-2007? Select all that apply.

- State Adult Education System
- Workforce Investment Board
- Public School System
- Department of Justice
- City Funding
- County Funding
- Department of Health and Human Services
- Department of Housing and Urban Development
- Department of Labor
- Community Development Block Grant (CDBG)
- Workforce Investment Act Title 1
- Workforce Investment Act Title II
- 21st Century Learning Center Act
- Community Technology Centers
- EL Civics
- Even Start
- Head Start
- Early Reading First
- Incarcerated Youth
- Private Foundations
- Corporations Foundations
- Individual Donors
- Events/Fundraising
- Other (please specify)
20. In the spaces below, please enter the percentage of funding you received in Fiscal Year 2006-2007 from the following sources (for all literacy programs combined).

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>City</td>
<td></td>
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<tr>
<td>County</td>
<td></td>
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<tr>
<td>Community Development Block Grants (CDBG)</td>
<td></td>
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<tr>
<td>Public School System</td>
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<tr>
<td>Events/Fundraising</td>
<td></td>
</tr>
</tbody>
</table>

21. Please enter the name of each organization you partner with (and, if applicable put in parentheses the name of any grants that jointly fund that collaborative effort). If you do not collaborate with any organizations, simply write N/A.

22. For your literacy programs, what are the biggest challenges you face regarding funding? Select all that apply.
   None - we don't have a problem getting resources
   Time and complexity of proposal development process
   Data collection and reporting requirements
   Staff time and resources to secure and monitor grants
   Knowledge of potential literacy funding sources

23. What information about funding would be useful for your organization? Select all that apply.
   None
   New sources of funding for literacy
   Finding agencies willing to collaborate on literacy projects
   Accessing federal funds
   Accessing corporate funds
How to write a grant
How to prepare a “cost of services” price sheet

24. What other information about funding would be useful for your organization?

25. What other information about funding would be useful for your organization?

Thank You!

Thank you so much for your time! Your time and input are greatly appreciated.
GLOSSARY OF LITERACY TERMS

**Adult Basic Education: Reading and Writing (ABE)**
Programs that teach English-speaking adults and out-of-school youth how to read and write through classes, small groups, or individual tutoring and Distance Learning.

**Basic Math/Numeracy**
Programs that teach basic math skills in addition to reading and writing and workplace applications.

**Children’s Literacy**
*Programs that provide direct instruction in beginning reading and writing skills to children.*

*Early Childhood Education programs; Pre-K and Kindergarten*

*Homework Assistance: Programs that help children or youth with their homework by providing instructors and/or study space. Reading Enrichment: Services that motivate children and youth to read.*

*School-based Tutoring: Programs that teach children reading and writing skills at their public schools. Schools identify children to be served. Community and neighborhood programs and private, fee based organizations also offer tutoring*

**Citizenship Education**
Programs that teach skills to those who do not speak English as their first language to prepare learners for U.S. citizenship.

**Computer Instruction**
Programs that offer instruction to develop computer skills for academic, personal, family, and work related purposes. CAI (Computer Aided Instruction)

**Content Standards**
The term used in a variety of fields to describe what individuals need to know and be able to do for a particular purpose. The Texas Learning Standards: Arts, Career Development and Occupational Studies, English Language Arts, Health, Physical Education and Family Consumer Sciences, Languages Other Than English, Including American Sign Language, Mathematics, Science and Technology, Social Studies

**Contextualized Instruction**
Education that facilitates not only the acquisition of- but also the active application of knowledge, skills, and learning processes by embedding instruction in real world activities. Teaching and learning is situated in an authentic, real life context that has meaning for the student.
Distance Learning

Distance Learning (DL) is a type of educational process where the majority of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction may be computer based, on PBS and a combination of both. Instruction will be individually prescribed to students with the anticipation of educational gain and goal attainment.

English for Speakers of Other Languages (ESOL)
Programs that teach reading, speaking, and writing in English for Speakers of Other Languages to English Language Learners (ELL).

Family Literacy / Parent Education
• Programs that teach parents or guardians of young children how to improve their own reading and writing skills, and how to build early literacy skills in their children.
• Programs that teach literacy and parenting skills to parents or guardians of young children
• PAC Time - Parents and Children Reading Together

Financial Literacy
Programs that teach basic skills in managing personal finances: reading a paycheck, checking and saving accounts, personal money management. Some programs include home buyer education.

Functional Literacy
A level of reading and writing sufficient for everyday life but not for completely autonomous activity; the application of the skills and knowledge of reading and writing to adult or near-adult responsibilities in the workplace and required life skills.

GED General Education Development
Instructional programs that teach the skills needed to pass the GED exam; to complete the coursework for those who do not have a traditional high school diploma.
GED Test

Five separate tests given over several hours: math, language arts reading, science, social studies, and language arts writing. Programs providing GED Testing set requirements for taking the test and minimum grade level attainment on the TABE test. Test results are sent to the individual by the TEXAS Education Dept.

Health Literacy

Programs that teach the ability to access, understand, and use information that promotes and maintains health; including programs that teach nutrition, reading prescriptions, safety; the oral language skills to talk to a doctor or medical professional about health issues

Incarcerated Education for Youth

For youth age 16-20 years old, the adult basic education, GED preparation, Learning Disability Assessment and tutoring provided in jails and sentenced county facilities.

Learning Disability

A serious difficulty with processing information, understanding and using spoken or written language, and/or reasoning and doing calculations in math. Programs provide a series of diagnostic assessments to determine the learner’s strengths and areas where accommodations to instructions would be helpful.

Native Language Literacy (BENL - Basic Education in Native Language)

Programs that teach non-English speakers how to read and write in their native language and prepare them for English-language learning.

Performance-Based Assessment

A tool for measuring student learning that requires the student to construct or produce a response to an assessment item or task. Performance assessments attempt to emulate the context or conditions in which the intended knowledge or skills are actually applied. Examples might include on-demand writing tasks, projects resulting in a product, performance, or event, and portfolios involving a collection of student work related to multiple standards or themes.
Tutoring

• Programs that provide one on one instruction in reading, writing, math and other subjects.
• Homework Assistance: Programs that help children or youth with their homework by providing instructors and/or study space.
• Reading Enrichment: Services that motivate children and youth to read.
• School-based Tutoring: Programs that teach children reading and writing skills at their own public schools – schools identify children to be served.
• Adult Education: Programs that provide instruction to adults who score below the 5th grade level on the TABE test or who state that they are unable to read. Literacy Volunteers provides this type of educational programming.

Workplace Literacy

• Workplace Literacy: Basic literacy training in reading, writing, computer skills, and math offered for employees at the workplace (employers or organizations that teach workplace literacy skills at the sites where employees use those skills) or at adult literacy program sites.
• Vocational English for Speakers of Other Languages (VESOL): An approach towards teaching English for Speakers of Other Languages centered on vocational/workplace specific needs.
• Career Center: Literacy organizations that provide adult learners with career training and job development.
• One Stop Center: A service of the WIB Workforce Investment Board locally, to assist job seekers with their employment and hiring goals, and employers in growing their businesses and meeting their hiring needs. In Bexar County it is CNY Works.

Work Readiness Credential

It provides a common, national standard for defining, assessing, and certifying that individuals can meet the demands of entry-level work and learn on the job. Examples include: Work Keys and Equipped for the Future