



From Resources to Results: How NCIL Helped Shaped the Future of Family Literacy Support

Families play a pivotal role in supporting their children's literacy development, but many lack the tools and knowledge to confidently support their child's success. Recognizing this need, the National Center on Improving Literacy (NCIL) developed **a series of four on-demand interactive tutorials** to empower families to take active roles in their children's literacy journey.

Each tutorial focused on key roles families can play:

- **Learn:** Families as co-learners, monitors, and observers by understanding the different parts of literacy, how children learn to read, and why they might struggle.
- **Partner:** Families as co-communicators, problem-solvers, and decision-makers with their child's schools to form a comprehensive system of support.
- **Supporters:** Families as co-supporters, teachers, creators, and encouragers of literacy opportunities to reinforce skills taught in school.
- **Advocates:** Families as champions of evidence-based literacy approaches in schools and early childhood settings.

To make the tutorials even more accessible and adaptable for local contexts, NCIL created **Facilitator's Guides** to accompany the tutorials. These guides provide family-focused organizations with step-by-step directions to deliver the content effectively in workshops, training sessions, and other settings.

PILOTING WITH PTIS

From 2019 to 2022, NCIL partnered with four Parent Training and Information Centers (PTIs) to test and get feedback on the tutorials and Facilitator's Guides:



GOALS

- To test the Facilitator's Guides and accompanying materials for the tutorials via learning sessions.
- To provide feedback from PTIs and families to refine the Facilitator's Guides and accompanying materials and identify resources needed for families and the organizations that support them.
- To build capacity of PTIs to share evidence-based information directly with families in ways that are useful, relevant, and engaging.
- To collaborate with PTIs to disseminate NCIL family-focused resources more broadly to families and learn how they're being used locally.

Each PTI customized the training sessions of families for their local contexts, ranging from in-person to virtual and asynchronous formats. Feedback from families and facilitators was collected to adjust the materials for clarity, relevance, and impact.

Throughout the process, NCIL provided technical assistance and collected feedback to refine the guides and improve their effectiveness.

- **FCSC** delivered 18 in-person trainings statewide.
- **PEATC** developed a self-paced online course.
- **MAF** trained 5 parent mentors to lead 3 virtual sessions, incorporating asynchronous activities, and delivered 6 in-person sessions.
- **OCECD** provided 7 synchronous virtual training sessions and plans to create on-demand modules for broader access.

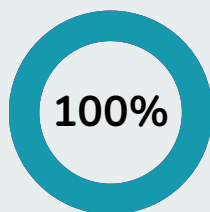
IMMEDIATE RESULTS

The collaboration between NCIL and the PTIs resulted in measurable benefits for families and PTIs alike: Families gained practical knowledge and strategies to support literacy at home and PTIs improved their capacity to deliver evidence-based literacy training in ways that were engaging and accessible.

Feedback from families highlighted the impact:

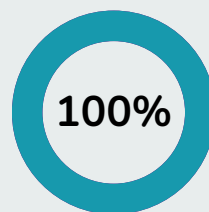
- “I now want to create a special time for reading with my children.”
- “This course was very helpful to review the topic of reading and struggles that might occur with reading. All the resources are very helpful, and I love that you linked them instead of just placing them in the slides.”
- “I really enjoyed the course and found the deep dive into dyslexia particularly interesting.”
- “This is helping me understand my grandchild's disability, dyslexia. Part of it made me sad because it says dyslexia doesn't go away. But the rest of the information gives me hope because I love to read to her which is one of the things they suggest.”
- “I found this course timely with an anticipated increase in my involvement in helping my 7th grader with a moderate intellectual disability learn to read. I'm looking forward to trying the various strategies to see if we can help him make progress in his ability to read.”

FCSC



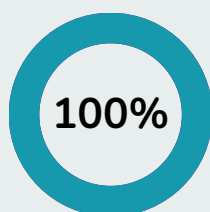
100% of FCSC participants said the training met their expectations, with 98% reporting the information was clearly presented and 99% finding it useful in daily life.

OCECD



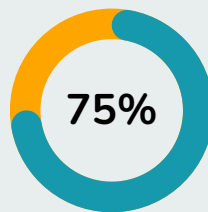
100% of respondents reported the information was useful and of high quality

MAF



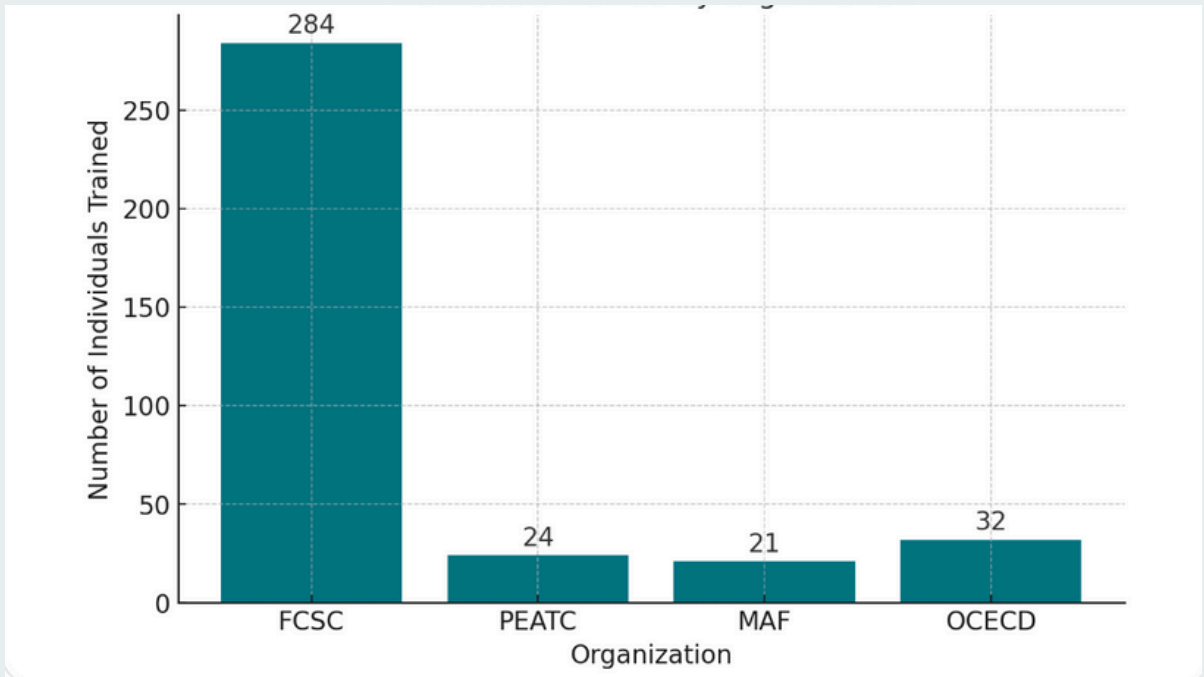
100% of MAF participants reported increased knowledge of literacy topics and were highly satisfied with the materials.

ALL PTIs



3 out of 4 PTI facilitators reported a high to very high level of agreement that parents and caregivers achieved the workshop learning objectives.

LONG TERM IMPACT



- **FCSC** trained 284 individuals statewide and integrated the training into ongoing programs. Through the pilot, the NCIL outlined how the tutorial aligns with the South Carolina teaching standards which enabled FCSC to pursue partnerships with the South Carolina Department of Education (SCDE). These partnerships led to the co-development of initiatives like Text2Read, a free texting platform that provides weekly literacy tips to families with children 0-5 years old. Since then, the SCDE Office of Special Education Services, in partnership with FCSC, brings evidence-based family engagement practices to schools and districts and utilizes the trainings as part of that effort.
- **PEATC** trained 24 individuals statewide and continues to offer its self-paced online course.
- **MAF** trained 21 individuals statewide and is incorporating the materials into future family engagement efforts.
- **OCECD** trained 32 individuals and has used NCIL's training as the basis for developing on-demand modules for families, and for training a Somali Information Specialist to expand access within the Somali community.

LESSONS LEARNED

- Families benefit from clear, actionable guidance on what their children should be learning and how they can help.
- Materials must be flexible to accommodate the varied needs and experiences of families.
- Facilitators value user-friendly resources that are adaptable for local contexts.

WHY IT MATTERS

NCIL's work with PTIs demonstrated the power of collaboration and showed how targeted resources, such as NCIL's Facilitator's Guides, can bridge the gap between families and educators, empowering both to play an active role in children's literacy success.

By equipping PTIs to deliver effective, accessible training, NCIL helped create a ripple effect that continues to benefit families across the country.