

in literacy activities; and (3) assisting parents as adult learners to recognize and address their own literacy needs by creating environments which are positive, supportive and offer the promise of benefiting both them and their children.

Head Start has also supported several specific literacy initiatives designed to assist local Head Start programs in developing multi-faceted literacy programs.

In 1989, special demonstration grants were competitively awarded to six Head Start grantees to address the issue of family literacy. Building on these grants, beginning in 1992, sixty-five Family Service Centers (FSCs) have been funded. One of three major components of these FSCs has been a family literacy component. Early findings show that Head Start grantees with FSCs have twice the rate of adult participation in GED classes as do grantees with no FSC programs.

Since 1991, \$9 million a year has been provided to local Head Start programs to support local literacy activities. All grantees have received a portion of these funds, which support parents' participation in community literacy programs.

In 1992 the Head Start/Library of Congress Interagency Agreement was developed to demonstrate in communities nationwide how libraries which serve young children can plan and work with Head Start grantees to enhance both learning and parent involvement in children's literacy and language development.

Head Start also has collaborated with Even Start since its inception, specifically with its adult literacy program. Additionally, the Head Start Bureau has developed a number of publications and materials for its grantees on recommended practices and resources designed to help programs develop and/or improve their family literacy programs.

Head Start programs have also implemented a wide variety of activities to encourage the emergent literacy of the children served. These activities have included:

- Integrating books into daily curriculum activities and various learning centers;
- Creating an appropriate environment for quiet reading;
- Displaying books in an attractive manner;
- Providing books that are culturally and developmentally appropriate;
- Making and using reading enhancements such as puppets and flannel boards;

- Encouraging parents to read to their children and provide family literacy activities as needed;

- Training parents and staff to select books for Head Start children;
- Increasing the storytelling skills of staff and parents; and
- Encouraging staff and parents to become reading models for children.

While some Head Start programs operate well-developed and multi-faceted emergent literacy programs, other grantees offer programs that focus on only one or a few aspects of emergent literacy. Therefore, in order to improve the quality of the services being provided by Head Start nationwide, strategies are needed which range from the provision of information to all grantees (e.g., general mailings on the implementation of emergent literacy programs and/or on effective emergent literacy activities) to the provision of intensive support and training to programs in need of such assistance.

Minimum Requirements for Project Design: The project(s) under this priority area will be funded as a cooperative agreement(s) in which substantial Federal participation is anticipated. The grantee(s) will be expected to work closely with Federal staff in both the national Head Start Bureau and in the various Regional Offices, including the American Indian Programs and the Migrant Programs Branches in implementing the project(s). The specific responsibilities of Federal staff and the awardee(s) will be negotiated prior to the award of the cooperative agreement(s). In order to successfully compete under this priority area, the applicant must:

- Describe how the project would benefit both the national Head Start program and the local Head Start program and its community, and discuss any relevant research.
- Describe the strategies and approaches that would be designed and tested in terms of their effectiveness in supporting grantees to move toward higher levels of quality and excellence in the area of emergent literacy, including the different levels of service that would be required and how grantees would be selected for each level of service. Specify what approach would be used for supporting grantees who are at various levels of quality.
- Describe how emergent literacy programs would be designed for or could be adapted for use in Head Start programs based in a variety of settings including center-based, home-based, and combination programs as well as programs that are part-day and full-day.
- Describe how multicultural issues would be addressed.

- Describe how all Head Start grantees would be supported in reaching higher levels of quality and excellence including the training, technical assistance and dissemination strategies that would be developed and tested.

- Describe the qualifications of key staff and how their experience is relevant to this project. Vitae for all key staff should be provided.

Program Duration: The length of the project must not exceed 17 months.

Federal Share of the Project: The maximum Federal funding for the project is not to exceed \$1,000,000. Applicants are encouraged to provide in-kind contributions to the total project.

Anticipated Number of Projects to be Funded: It is anticipated that up to two projects will be funded.

CFDA: 93.600 Head Start: Head Start Act, as amended.

1.06 Supporting Parent Roles in Children's Learning Environments

Eligible Applicants: Applicants must be public or private nonprofit organizations.

Purpose: The purpose of this priority area is to provide support, through a cooperative agreement(s), to one or more partners who will work cooperatively with the Head Start Bureau in designing and implementing approaches for helping Head Start parents to become more actively involved in their children's learning through the educational use of television, the visual arts and the media.

Background: In today's world, children are exposed to an enormous amount of stimuli, whether the children are in their communities or neighborhoods, or in their own homes, or in the larger world brought to them by television. Television is readily available in nearly every household, and is often turned on for many hours in the day. Children may watch intently or passively, seeing the visual images on the television as they pass by. Parents can help children interpret and use the environment created by television in ways that are appropriate for the child's age and developmental level. Parents are challenged to understand more about child growth and development; the powerful effects television has on a child; how to discern what they can and should control in this environment of television; and how to make appropriate use of this environment in their role as the primary educators of their child and the persons who have a major role in shaping their child's values, goals and aspirations. It is important for parents to know how to use the environment of