



Library Development

Grant Project Reports - 2007-09

Grant Project descriptions by Library:	Project Category	Library or Libraries
<ul style="list-style-type: none"> • Brooklyn • Buffalo and Erie County • Irondequoit • James Prendergast • Middle Country • NYPL • Oneida • Richmond • Stephentown • Town of Indian Lake 	Family Programs	Brooklyn , Buffalo and Erie County , Irondequoit , James Prendergast , Middle Country , NYPL , Oneida , Richmond , Stephentown , Town of Indian Lake
	Literacy Programs	Brooklyn , Irondequoit , James Prendergast , NYPL , Oneida , Richmond , Town of Indian Lake
	Parent Education	Brooklyn , Irondequoit , James Prendergast , Middle Country , NYPL , Oneida , Richmond , Stephentown , Town of Indian Lake
	Service to families where English is a second language	Brooklyn , NYPL
	Service to low-income families	Irondequoit , James Prendergast , NYPL , Oneida , Richmond , Town of Indian Lake
	Service to newborns and toddlers	Irondequoit , Middle Country
	Service to pre-school children	Brooklyn , Irondequoit , James Prendergast , Middle Country , NYPL , Richmond ,

	Stephentown, Town of Indian Lake
Service to elementary school families	Stephentown
Service to young adults	Buffalo and Erie County
Librarian Training	Buffalo and Erie County

Brooklyn Public Library

Rachel Payne; 718-230-2168

Project Name: Para los Niños (For the Children)

Project Amount: \$92,076

Brief Project Description: Para los Niños provided thematic literacy workshops to Spanish-speaking families at participating sites in the borough. The workshops began with story time activities, broke into small group discussions of themes and learning techniques, and ended with hands-on learning activities.

Needs Addressed: A major goal of Para los Niños was not just to bring families into their local libraries through the workshops, but to show them how much the libraries have to offer them. Through this project the Library sought to increase the utilization of the Library by Spanish-speakers to reflect their demographics within the borough.

Target Audience: The project reached Spanish-speaking families with children between the ages of 3 and 8 in Arlington, Bushwick, Sunset Park, Washington Irving and Williamsburgh in Year 1, with Borough Park, Coney Island, Cypress Hill, Dekalb, Park Slope and Carroll Gardens added during Year 2.

Community Partners and Their Roles:

- Brooklyn area libraries – Held sessions of the workshop.
- Brooklyn Children's Museum (BCM) and Literacy, Inc. (LINC) Cypress Hills Child Care Corporation, Even Start, Sumner Children's Center, La Puerta Abierta Daycare Center (PAL), Cypress Hills Child Care Corporation. PS 295, PS 836, Bushwick IMPACT, New Life Head Start, Nuestros Ninos Child Development School, YMHA Head Start

Center in Williamsburg – Hosted programs at their centers and brought groups into the library.

Accomplishments:

- Offered workshops at participating sites running between 45-90 minutes. Workshops functioned as a series and/or as a stand alone class.
- Created a successful curriculum that began with instruction for adults and ended with hands-on activities for adults and their children.
- Support materials, including booklets and bookmarks, were available through all 59 BPL locations.
- Purchased 800 bilingual children's books.
- Registered adults and children for library cards at programs.

Evaluation:

- Quantitative
 - 3,564 total users served; 140 workshops held, 1,200 workshop participants; 800 materials circulated; 5,000 materials distributed.
 - The retention rates for each program series was approximately 75%.
 - Over 60% of the families had heard about the program through their local schools.
- Qualitative
 - 91% of respondents reported satisfaction with their session, and 75% reported they used the recommended activities at home.
 - To the question regarding confidence gained about "abilities as a parent" as a result of the workshop, 69% of survey respondents noted "A Lot" and 17% noted "Some."
 - To the question about whether they had gained new ideas, 51% noted "Many" and 38% noted "Some."
 - Written comments translated from Spanish
 - "I learned how to educate my children with confidence" (Coney Island).
 - "I learned how to keep my children more interested in reading" (Coney Island).
 - "I learned that you can use anything to teach your children" (Cypress Hills).
 - "How easy it is to teach with things around the house" (Williamsburgh).

Changes/Recommendations/Continuation Plans:

- The program will not continue at its current level due to lack of funding and budget cuts.
- Due to the recession, some of the direct service partners had to be replaced and programs had to be shifted to

new sites.

- The evaluation process should be simplified to maximize quantifiable results.

Categories of Service:

1. Family programs
 2. Literacy programs
 3. Parent education
 4. Service to families where English is a second language
 5. Service to pre-school children
-

Buffalo and Erie County Public Library

Peggy Skotnicki; 716-858-8900

Project Name: Get Graphic: The World in Words and Pictures <http://www.getgraphic.org> 

Project Amount: \$92,420

Brief Project Description: Get Graphic: The World in Words and Pictures was designed to stimulate teen reading and library use and to encourage adult support of those activities by using educational and creative activities centered on graphic novels in libraries, classrooms and other venues.

Needs Addressed: Teens in Buffalo and Erie Counties have high school drop out rates and few programs or collections in the libraries directed at their interests.

Target Audience: The project reached teens between the ages of 14 and 18 and their caregivers and educators in Erie, Niagara, Orleans, and Genesee Counties.

Community Partners and Their Roles:

- The Albright-Knox Art Gallery – Assisted in development and hosted programs.
- The Buffalo News – Featured the Get Graphic publication in an article.
- The Buffalo School Library System – Used classroom kits and promoted events
- Erie 1 Boces – Hosted a workshop and participated in events.
- The Nioga Library System – Developed programs and classroom kits.

- The University at Buffalo Libraries – Carried out evaluation process.
- The University at Buffalo Department of Library and Information Studies – Planned programs, assisted at events, and marketed program.
- William S. Hein and Co. – Set up and judged graphic novel contest, printed 500 books.

Accomplishments:

- Graphic novelists Art Spiegelman, Gene Yang, Scott McCloud, Trina Robbins, Harvey Pekar and Jessica Abel came to Western New York as part of the project. They gave lectures and/or presented workshops.
- William S. Hein & Co published a graphic novel created by teens in Western New York – Get Graphic: The World in Words and Pictures. The book was cataloged and is found in all libraries in both public library systems.
- Classroom kits were created around the following graphic novels: Maus by Art Spiegelman, The Arrival by Shaun Tan, American Born Chinese by Gene Yang, Levitation by Jim Ottaviani and Persepolis I by Marjane Satrapi, Satchel Paige; Striking Out Jim Crow by James Sturm and Journey into Mohawk Country by Harmen Meyndertsz van den Bogaert.
- Educators attended workshops to learn how to use graphic novels and the classroom kits in school subjects.
- Movies based on Graphic Novels were shown and discussed at library and community locations.
- A panel discussion was held to discuss the importance and evolution of the genre.
- Teens attended workshops to learn how to create their own Graphic Novels.
- Librarians attended workshops to learn how to develop graphic novel collections.

Evaluation:

- Quantitative
 - 121,835 users served; 24 workshops/programs had 1,354 participants; 87,099 graphic novels circulated; 17, 885 materials distributed
 - www.getgraphic.org had 118,835 visits in year 2.
- Qualitative (selected examples)
 - Alex Simmons presented a "Sci-Tech Heroes" workshop to the Erie 1 BOCES teachers in October, providing tips on using graphic novels in a science curriculum. 86% experienced increased interest in using graphic novels in their classes. "Right topic at the right time." "Spurs my creativity."
 - Evaluation responses were overwhelmingly positive for collection development workshops. 27.3% of workshop attendees did not have a graphic novel collection in their libraries. Of this group, 62% said they would consider developing a graphic novel collection. 93% of responders would increase their rate of

acquiring graphic novels.

Changes/Recommendations/Continuation Plans:

- The project will continue with staffing provided through the B&ECPL operating budget.
- The B&ECPL has committed funding to expand the Buffalo Comic Con in October to include Get Graphic and the library as a venue. Buffalo born graphic novelist Spain Rodriguez will speak. There will also be workshops presented by Alex Simmons, Jason Little and Jason Yungbluth.
- A graphic novel component will be included in the 2010 Buffalo Book Fair.
- Erie 1 BOCES will remain a close partner in developing and promoting both classroom kits and events. Classroom kits will still be created, cataloged, circulated, publicized and promoted.
- The Get Graphic domain was purchased for five additional years. New kits will be developed. The Nioga Library System has pledged up to \$2,500 each year for three years subsequent to the grant to develop additional classroom kits. Nioga will also invest \$500 per year for those years in graphic novels.

Categories of Service:

1. Service to young adults
2. Librarian training
3. Family programs

Irondequoit Public Library

Keary Pender; 585-336-6062

Project Name: Let's Get Ready to Read

Project Amount: \$44,102

Brief Project Description: Let's Get Ready to Read taught parents and caregivers of children under the age of five emergent literacy skills and intervention strategies based on the Every Child Ready to Read @ Your Library program.

They had opportunities to practice the skills with their children during interactive library workshops.

Needs Addressed: Kindergarten Screening measures for the Ivan Green Primary School in Irondequoit revealed 35% of students enter school lacking essential prerequisites for early literacy development. These children have a poor chance of catching up in school.

Target Audience: The project reached parents and caregivers of the 2,773 plus children age birth to five in the town of Irondequoit, NY.

Community Partners and Their Roles:

- Stepping Stones Learning Center – Publicized events, provided space, and held on-site training.
- West Irondequoit Central Schools – Advertised workshops, provided space and staff assistance.
- Monroe County Library System – Publicized program on their website.
- East Irondequoit Central Schools – Advertised workshops, provided space and staff assistance.
- Town of Irondequoit – Promoted program in their magazine, TV station, and website.

Accomplishments:

- Provided “Every Child Ready to Read @ Your Library” workshops.
- Held story hours modeling the six emergent literacy skills.
- Provided interactive workshops demonstrating ways to integrate the skills into play, everyday activities, and reading.
- 30 different literacy kits were developed (10 kits per developmental age range) and circulated through the two branches of the Irondequoit Public Library.
- Added literacy development materials to current library collections.

Evaluation:

- Quantitative
 - 14 training/workshops sessions reached 119 community members; literacy kits circulated 191 times; parenting resources circulated 89 times
- Qualitative
 - Surveys at the end of workshop sessions reported that participants received “many” helpful suggestions, early literacy development increased “a lot”, and that the library is a place to go for early literacy information.

Changes/Recommendations/Continuation Plans:

- Budget more money for supplies for the interactive workshop to ensure there are enough high quality materials available. Allow more time to complete the literacy kits.

Categories of Service:

1. Family programs
 2. Literacy programs
 3. Parent education
 4. Service to low-income families
 5. Service to newborns and toddlers
 6. Service to pre-school children
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James Prendergast Library Association

Valle Blair; 716-484-7135

Project Name: Get Me Ready to Read!

Project Amount: \$30,599

Brief Project Description: Get Me Ready To Read! empowered parents to work with their infants, toddlers, and preschoolers in learning the skills needed to ensure that their children arrive in kindergarten ready to learn to read.

Needs Addressed: 50% of children entering kindergarten in Jamestown do not meet the requirements of kindergarten screening. Quality pre-school education is available to only half of the children in the district.

Target Audience: The project served economically disadvantaged families in the Jamestown school district. 60% of the children who do not meet the requirements of the kindergarten screening are eligible for the free or reduced lunch program.

Community Partners and Their Roles:

- Families of the Jamestown Community Learning Council PACERS program, the Chautauqua Opportunities Head Start Connections South, TEAM (Teenage Education and Motherhood), the Library Literacy Center, and Parents of the Erie 2-Chautauqua-Cattaraugus BOCES Adult and Community Education Division – Developed activities, assisted in workshops, and invited families in their own programs to participate in the Growing a Reader training.

Accomplishments:

- 22 workshops held in the last year, with staff members following up to see how parents used the skills and to hand out additional books.
- 10 story and activity times held for the participants' children utilizing the techniques of the workshop.
- Children learned new letter names and sounds working with games provided at the workshops.

Evaluation:

- Quantitative
 - 81% of families reported a change in one or more of the skills.
 - 24% of families reported a change in four or more of the skills.
 - 25% of families reported an increase in the frequency of their visits to the library after the program.
- Qualitative
 - 99% positive overall responses by parents that the ideas presented and games they learned would be useful for their families.
 - "I tell her more than what is written," one mother wrote.
 - Another parent said, "Thank you for helping me to understand how to teach her on her level. I wish I would've known with my other children."
 - A grandmother wrote that "reading books is working well. It is new for me and them."

Changes/Recommendations/Continuation Plans:

The program will be continued on a limited basis with workshops in the library, but to continue at the same level would require the same type of funding. Also, future-funding allowances should be increased for professional staff, and reduced for supplies and materials.

Categories of Service:

1. Family programs
2. Literacy programs
3. Parent education
4. Service to low-income families
5. Service to pre-school children

Middle County Public Library

Kathleen Deerr; 631-585-9393

Project Name: Family Place Libraries

Project Amount: \$70,139

Brief Project Description: Using the model of Family Place Libraries tm, this project integrated two upstate libraries and two Long Island Libraries into centers for early childhood information, parent education, early literacy, socialization, and family support.

Needs Addressed: Family Place Libraries address the difficulties families have accessing resources, information, and support for raising children in their early years.

Target Audience: The project reached families with young children, ages 0-3 years, old who typically do not use library programs and services.

Community Partners and Their Roles:

- Deer Park, Elmont, East Greenbush, and Voorheesville Libraries – Participated in the planning of the grant, ran workshops, and designed early childhood spaces for their individual libraries.
- Community partners and businesses – Distributed information, referred families, and provided professional services in support of the program.

Accomplishments:

- Connected with community agencies to encourage use of the library facilities to raise awareness of their family services.
- Parent Child Workshops were offered 2 times a year for a five or six week session.
- Each Library developed a welcoming, comfortable space for families with young children to play with interactive toys, read books together, and participate in library programs.
- On-site and remote support was provided to develop the program and incorporate ideas for expansion.

Evaluation:

- Quantitative
 - 500 visitors per week to each new Family Place space 459 workshops with 12,312 workshop participants;

100,926 materials circulated; 31,000 handouts and publicity distributed.

- Qualitative
 - Pre- and Post-Parent Child Workshop surveys showed a high level of satisfaction, and an increase in understanding of the early literacy needs of their children.
 - Librarians expressed satisfaction with the training they received in family-centered library services.

Changes/Recommendations/Continuation Plans:

- Parents and Caregivers recommended that the Parent Child Workshops be longer in duration and that the workshop series be offered more than twice a year.

Categories of Service:

1. Family programs
 2. Parent education
 3. Service to newborns and toddlers
 4. Service to pre-school children
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The New York Public Library

Leslie Ederer; 212-340-0903

Project Name: Vamos A Leer a Nuestros Niños (Let's Read to Our Children)

Project Amount: \$92,420

Brief Project Description: Let's Read to Our Children created outreach sites at neighborhood health clinics and hospitals. Library staff visited the sites to model reading aloud and to distribute bilingual and Spanish language books.

Needs Addressed: The library addressed the needs of Hispanic children entering kindergarten with below average competency in mathematics and reading. These children have a low enrollment rate in pre-schools, and their parents generally do not see the public library as a place to go for literacy services.

Target Audience: The project targeted 12 neighborhoods in Upper Manhattan and the Bronx where Spanish is the predominant spoken language.

Community Partners and Their Roles:

- Reach Out and Read of Greater New York – Helped establish 14 outreach sites and trained staff.
- Neighborhood health clinics and hospitals – Provided outreach sites for the project.

Accomplishments:

- Dr. Leora Mogilner from Mount Sinai Medical Center trained staff on outreach to Spanish-speaking families.
- Over twenty-one hundred bilingual and Spanish language books were purchased for the collections of the participating branch libraries.
- Over 8,500 books for young children were distributed at the clinics to encourage further parent/child reading at home.
- As a result of project outreach, more than 2,000 patrons received library cards during Year Two of Vamos a Leer.
- The medical director of one of the health centers wrote, "Thank you so much for your efforts. As you are extremely well aware, the Bronx has the lowest literacy scores of any borough in NYC. Your efforts are extremely valuable and we hope that you stay with us for a very long time!"

Evaluation:

- Quantitative
 - 87 programs for the public, 1 for staff
 - 2,242 children and 1,570 adult users served
 - 3,812 workshop participants
 - 8,712 books and 2,013 library cards distributed
- Qualitative
 - Phone questionnaire responses indicated a positive response to programs for children and the availability of books. They also indicated a need for libraries to have Spanish speaking staff.
 - A staff member reports that during her outreach visit, "One mother stood in the background and listened to my books. She was as into the books as the children to the point of exclaiming at funny moments, pointing our pictures in the book, and wanting me to read more."

Changes/Recommendations/Continuation Plans: The response of clinic staff, library staff, parents and children to Vamos a Leer activities has been extremely positive. Where possible, activities will continue now that the grant has ended, with potential for increasing capacity. For example, two additional Bronx branch libraries, Melrose and Tremont,

have begun conducting regular visits to local clinics this past year. In fall 2009, the Library will host a training session for staff by Dr. Perri Klass, National Medical Director of Reach Out and Read, who will discuss strategies of early literacy promotion. Dr. Klass is an engaging, dynamic speaker; her presentation will be open to all Library staff members system-wide.

Categories of Service:

1. Family programs
 2. Literacy programs
 3. Parent education
 4. Service to families where English is a second language
 5. Service to low-income families
 6. Service to pre-school children
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Oneida Public Library

Carolyn Gerakopoulos; 315-363-3050 x26

Project Name: Standing Tall

Project Amount: \$88,326

Brief Project Description: The Standing Tall family program is both library and home based to address the needs of the whole family, incorporating adult education and parenting discussions with childhood education and age appropriate activities.

Needs Addressed: Large numbers of families in the library's service area are headed by parents who do not have a high school diploma, live below the poverty level, and have young children. They need support for continuing their education and for being effective parents.

Target Audience: The project targeted 20-30 low literacy, economically disadvantaged families with children in eighth grade or younger in the Oneida Public Library service area.

Community Partners and Their Roles:

- Oneida City School District – Assisted with recruiting families and provided student progress input.

- Working Solutions – Advertised program and referred families to the program.
- Liberty Resources – Referred families.
- Oneida Public Library – Advertised program.
- Community Action Program – Referred Families.
- PCAP – Displayed brochures and referred families.

Accomplishments:

- Each family was visited for 1.5 hours per week for family and individualized lessons.
- Families were invited to library programs and special events that fit their needs
- 11 parents successfully completed their GED.
- 5 students who obtained their GED moved on to college level courses.

Evaluation:

- Quantitative
 - 37 families participated; 650 home visits; 19 families grew in literacy activity; all 13 school children passed their grade level.
- Qualitative
 - All the young children grew at least one grade level, and parenting and awareness overall has increased.

Changes/Recommendations/Continuation Plans: There is a definite need for the project to continue, with six families still on the wait list, but library finances do not allow it to be included in the annual budget.

Categories of Service:

1. Family programs
2. Literacy programs
3. Parent education
4. Service to low-income families

Richmond Memorial Library

Sue Briggs; 585-343-9550

Project title: Giving Reading Opportunities

Project Amount: \$31,139

Brief Project Description: The Giving Reading Opportunities project worked with economically disadvantaged families to teach parents the skills necessary to foster literacy in their children. Parents received read aloud training, parenting information, and books to read to their children.

Needs Addressed: Kindergarten teachers identified a gap in reading readiness for economically disadvantaged children entering school.

Target Audience: The project reached economically disadvantaged families with preschoolers.

Community Partners and Their Roles:

- Eat Smart NY program at Cooperative Extension – Helped plan and organize the grant, and distributed newsletters and birthday book coupons.
- Medicaid Obstetric Medical Center Program by United Memorial Medical Center in Batavia – Helped plan the grant, and distributed newsletters and birthday book coupons.

Accomplishments:

- Held off-site story times for preschoolers and their families to model the best practices for reading aloud to pre-school children.
- Distributed newsletters that contained age appropriate booklists, parenting support, and library program schedules.
- Created Birthday Book Bags for one-, two-, and three-year-olds that included library card applications and library program information.
- The library expanded its media campaign to highlight the importance of preschool literacy by creating banners that illustrate the theme “Read to me...Help Me GRO”.

Evaluation:

- Quantitative
 - 8,417 materials distributed; 4,362 workshop participants.
- Qualitative
 - 33% of parents polled increased the amount of time they read aloud to their child.

- 27% of parents reported the frequency of their library visits had increased.

Changes/Recommendations/Continuation Plans:

- Our local Friends of the Library group has pledged funds for the salary of the Project Coordinator for one day a week through the end of the calendar year. We have obtained the services of an AmeriCorps worker for the summer to help with the clerical work and book processing. These measures will help us maintain the program while we search for other funding sources to expand on this good start.
- Parenting sessions held at the library were not as well attended as the off-site programs, so in the future outreach sites will be used for first meetings and then sessions will be transitioned into the library.

Categories of Service:

1. Family programs
 2. Literacy programs
 3. Parent education
 4. Service to low-income families
 5. Service to pre-school children
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Stephentown Memorial Library

Laurenne Teachout; 518-733-5750

Project Name: Supporting the 3Rs

Project Amount: \$22,064

Brief Project Description: To Support the 3Rs, the library held events for families with the goal of increasing their familiarity with the materials and services available. The focus was on educational and cultural activities to enrich the curriculum of the nearby Stephentown Elementary School.

Needs Addressed: The library addressed their community's need for cultural and educational resources outside of school as well as the lack of pre-school opportunities in Stephentown or its outlying areas.

Target Audience: The project reached Stephentown's K-3 Elementary School's current 80 children, their families and the preschoolers who started school in 2008.

Community Partners and Their Roles:

- Stephentown Elementary School and the Stephentown PTO – Helped with the planning of activities and hosted events.

Specific Activities:

- Increased awareness of the library through programs for families, community partnerships, and a more user friendly website featuring activities and programs.
- Family Reading Nights at the elementary school.
- Updated children's collection at library by responding to children's requests.
- Increased access to technology by purchasing public access computers and a wireless system for the library by leveraging funds from several grants. The library and the PTO hosted a family technology night.
- Offered a nutrition course to teach parents how to prepare healthy meals for their families.
- Workshops for pre-K children, and an expanded summer reading club with online activities.

Evaluation:

- Quantitative
 - 720 users served; 66 workshop/programs held with 720 participants; 3900 materials circulated, 240 materials distributed.
- Qualitative
 - Surveys at the end of each program or activity showed satisfaction of over 90%.

Changes/Recommendations/Continuation Plans:

- The library plans to allocate 40% of its materials budget for children's and parenting materials and to hire an educator to lead story time programs.

Categories of Service:

1. Family programs
 2. Parent education
 3. Service to pre-school families
 4. Service to elementary school families
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Town of Indian Lake Public Library

Nancy Berkowitz; 518-648-5444

Project Name: Bright Beginnings

Project Amount: \$36,715

Brief Project Description: The Bright Beginnings Pre-K program helped children living in a rural town develop early literacy and socialization skills to get ready for school. The program offered a standards-based curriculum and testing and screening to spot special needs and refer families to support services.

Needs Addressed: The library noted a decline in families with Pre School age children visiting the library, children entering kindergarten with below average educational and social skills, and poor standardized test scores for the school district. Without this program, it is unlikely that these children would get attention and special assistance so they could begin school ready to learn.

Target Audience: The project reached 4 year olds and their families and/or caregivers living in the Indian Lake Central School District.

Community Partners and Their Roles:

- Indian Lake Central School – assisted with planning, space, joint activities, and assessment.
- Hamilton County Public Health Nursing Services – consulted to identify the available special services and how to recommend children for them.

Accomplishments:

- Parents were given information on concepts being taught in program, and how to reinforce them at home.
- Parents learned pointers on how to read to their child and each took a turn being the guest reader at family literacy time.
- Professionals were brought in to screen for special needs and recommend follow up.
- One-on-one counseling held with parents.
- Outreach activities to directly recruit age eligible children.

Evaluation:

- Quantitative:
 - Dial R test – showed increases in individual students percentile rank, the greatest jumps happened with lower percentile children in the first year, 37%.
 - Family literacy program attendance was 92%.
 - 12 families; 76 workshops, 950 participants; 624 books circulated.
- Qualitative:
 - Positive feedback by parents on the programs impact on their children's abilities and preparation for school.

Changes/Recommendations/Continuation Plans:

- Based on positive evaluations and reviews, next year, for the first time, Indian Lake Central School will offer a half day pre-k in the school. Library literacy will continue to be a program component.
- We tried during year 2 to have parents take turns reading aloud to the children after several sessions of the teacher modeling read aloud techniques. The parents were reluctant to do this. Many had lower reading levels than we understood, and attendance dropped. We then replaced this with parenting classes and joint theme based craft activities but never again had the 100% parent attendance we once enjoyed.

Categories of Service:

1. Family programs
2. Literacy programs
3. Parent education
4. Service to low-income families
5. Service to pre-school children