



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section E:
Collaboration within Programs and Among Social Service Agencies**

Collaboration Within Programs and Among Social Service Agencies – This section of the annotated bibliography explores the collaboration among many diverse agencies trying to meet the complex needs of parents and children in family literacy programs. The annotated publications provide knowledge about collaboration grounded in practice.

Annotations are also cross listed as it is possible that a single document addresses several of the research strands identified in the annotated bibliography

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Alamprese, J. (1996, January). Integrated services, *cross-agency collaboration, and family literacy*. Paper presented at the symposium for Family Literacy: Directions in Research and Implications for Practice, Washington, DC. Retrieved September 12, 2002, from <http://www.ed.gov/pubs/FamLit/integ.html>

Current studies of family literacy programs have found that cross-agency collaboration between education and human services organizations is a necessary and critically important aspect of program design. The collaboration between many diverse agencies is important for meeting the complex needs of parents and children in literacy programs. A reduction in the funding and funding sources for education and social services has also led to the need for programs to collaborate.

The author notes that few studies have investigated cross-agency collaboration within family literacy programs and that most information about collaboration in these programs is taken from handbooks and program reports. While these reports do not outline the collaborative process and its benefits, they do identify the different organizations participating in collaborative ventures and the challenges met in trying to collaborate with other agencies.

The author defines cross-agency collaboration as the process of two or more entities working together toward a common goal. To follow the four-component model of family literacy programs, provided by the National Center for Family Literacy (NCFL), integration of services involves collaboration among all four components. The services provided by all four components may be fulfilled by one agency, as is done by most Even Start programs; in cooperation with other agencies; and/or through contractual agreements with other agencies. Even though it is acknowledged that collaboration is an important and essential part of any family literacy program, implementation and sustainability are difficult to accomplish.

State and national legislative mandates have begun to require that family literacy programs initiate collaborative relationships and develop multi-faceted services. The author identifies two types of collaborative ventures. One venture focuses on strategies needed to develop relationships and the other venture focuses on communication mechanisms used to sustain the collaborative relationship. The author also notes that for collaboration to work the payoff of working together must be greater than the effort that is required to develop and maintain services; boundaries must be identified; communication must take place both between and within organizations; and staff in both local and state agencies must provide leadership.

Finally, the author closes by providing ideas for tentative areas of research, given the lack of research on cross-agency coordination in family literacy.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section H: Government Policy

Alamprese, J. A., & Tao, F. (2001). Family Independence Initiative (FII): Lesson learned about developing and delivering family literacy services to welfare recipients. Bethesda, MD: Abt Associates.

This study is a continuation of the Family Independence Initiative instituted by the National Center for Family Literacy to address welfare policy changes. In this phase, eleven pilot sites were funded to further study how family literacy services can assist adults develop skills, obtain and retain employment, and assist in their children's social and academic development. The objectives of this pilot phase were:

1. Document adaptations family literacy programs must make to adjust to welfare reform and serve welfare recipients;
2. Identify positive and negative factors in the adaptation process;
3. Develop recommendations for family literacy programs

Lessons learned from the Family Independence Initiative:

Organizational Infrastructure

- A strong organizational infrastructure is needed with key administrators who understand rationale and operational requirements, and attend to core components such as staff, facilities, and funding;
- Organizations need to identify populations of clients so that services can target specific needs.

Program Coordination

- Programs need more specific training in collaborating with other agencies;
- Family literacy staff may need assistance identifying incentives offered to collaborating partners;
- Programs need to have a strategy for identifying clients who can participate in activities with business and training partners.

Integration of Services

- Staff should incorporate work preparation activities in adult education and parenting education components;
- Staff need time to coordinate activities between components;
- Staff need to understand underlying skills and use work-related applications;

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- Staff should strengthen individual components before integrating components.

Overall Family Independence Initiative

- For programs adding family literacy components, staff need to develop an understanding of a complete program delivery system;
- Technical assistance is critical to building the infrastructure of a complete family literacy program; -Family literacy services may need to be sequenced for families who must address multiple barriers to participation;
- Programs need guidance in program evaluation and using data to manage services they deliver;
- Organizations need to plan sufficient time and resources to develop or reconfigure each component of a work-focused family literacy program;
- Programs must consider particular needs of their target population;
- Programs need to develop partners to provide non-educational services;
- Programs should schedule sufficient time for delivery of services to meet participants' needs.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Bernal, V., Gilmore, L. A., Mellgren, L., Melandez, J., Seleme-McDermott, C., & Vazquez, L. (2000). *Hispanic fathers and family literacy: Strengthening Achievement in Hispanic Communities*. U.S. Department of Health and Human Services, Hispanic Association of Colleges and Universities, & National Practitioners Network for Fathers and Families. Retrieved August 13, 2003, from <http://www.fatherhood.hhs.gov/hispanic01/index.htm>

This is a report on a dialogue between community service providers for Hispanic fathers, national Hispanic organizations, literacy programs, and fatherhood advocates. The report has three purposes:

- To provide a record of the January 13, 2000 dialogue held with community providers of services for Hispanic fathers, national Hispanic organizations, literacy programs and advocates for fatherhood
- To provide information to practitioners that may be helpful in designing and implementing programs that promote Hispanic fathers involvement in child and adult education

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- To encourage conversations within Hispanic communities and among service providers about how to strengthen the roles of Hispanic fathers in their children’s lives.

This report is organized into seven sections and three appendices. The first section covers the *Purpose* for the report. The section *Educational Achievement: A Key Concern for Hispanic Communities* provides an explanation for the need for Hispanic communities to focus on improving the educational achievement of Hispanic children, youth and adults. The third section of the report, *Programs for Hispanic Fathers: Perspectives from the Research*, provides an overview of what can be learned from research about designing programs for Hispanic fathers. The fourth section of the report, *Learning From our Partners*, is a summary of the dialogue. The fifth section of the report, *Continuing the Dialogue*, identifies actions taken by HHS subsequent to the dialogue to promote Hispanic fathers increased involvement in educational achievement and to support programs that provide services to Hispanic fathers and families. In the sixth section, *Dialogue Participants*, lists the names and contact information for invited participants and the federal staff partners. In the last section, *Resources for Serving Hispanic Fathers*, organizations, agencies, service providers, and available materials are listed that may be helpful to communities designing and implementing programs. The three appendices provide brief government reports that contain information: on the Hispanic population from the U. S. Census Bureau, on strategies for working with Hispanic parents and children in the school and early childhood education environment from the ERIC clearinghouses, and on the importance of involving fathers in children’s education from the National Center for Education Statistics, Department of Education.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section G: Culture and Context

Section J: Parent Involvement

Cerny, R. (2000). Family literacy programs: Joint projects of the programs and services departments. *Journal of Youth Services in Libraries*, 13(2), 27-29.

In this article, the author describes the Children’s Services Family Literacy Projects of the Queens Borough Public Library in New York. This library system provides the largest national ESL program for adults, adult literacy programs, book-based pre-school programs, services to local schools, and a parent-child workshop program. They include parenting collections in the children’s room and provide formal parenting programs. The goal of the pilot family literacy project was to “involve both parents and children in learning activities in the home that also support formal education programs for either age

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group” (p. 27). The target audience was parents who were new adult learners in their adult basic education and ESL programs. These parents’ children would be the secondary audience of the project. After a previous unsuccessful attempt at a long-term family literacy program, this program was designed to be short, simple, and fun. There were to be three sessions for the program. The first focused on the importance of reading to young children. The second session introduced easy and inexpensive ways to encourage science and math learning. The third session included a party, a model picture book program, and an evaluation session. Each participating family received a packet of print materials to supplement literacy activities at home.

Program evaluations:

- Participating families encouraged the libraries to reach out to other families with the message that parents are integral to children’s reading readiness
- Parents shared other at-home learning experiences and their own cultural equivalent of rhymes and songs
- Parents continued to return to the children’s room requesting specific titles from the take-home lists and were likely to help children with homework
- Parents asked for read-aloud suggestions and where to find community services
- Parents brought friends to the libraries
- The library is a “natural fit” in the community collaborative effort towards family literacy

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Fagan, W.T. (2001, July). *Family literacy programs: The whole is more than the sum of its parts*. Paper presented at the 12th Annual European Reading Conference, Dublin, Ireland. (ERIC Document Reproduction Service No. ED458584)

The author of this paper asks that we question “IF” and “WHY” a family literacy program is successful. He suggests that we take a reflective stance when viewing these programs. The author’s purpose for writing this paper is to offer one critically reflective approach to evaluating all family literacy programs. In evaluating the success of a family literacy program one must consider the program’s two main components: 1) its content/format and 2) its participants, both of which suggest that the “program is more than the sum of its parts” (pg. 2). The program that formed the basis for the author’s study is the PRINTS (Parents’ Roles Interacting with Teacher Support) Program, which was started by the author in an attempt to meet the “perceived gap between homes and

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schools in terms of parents supporting the literacy development of their young children” (pg. 2).

The author describes the PRINTS Program as comprehensive and holistic in nature. It is based on five steps in which parents can take advantage of literacy opportunities: talk/oral language, play, books and book sharing, environmental print, and scribbling/writing/drawing. Within these steps the parent can assume five roles: providing opportunity for sharing with children, providing recognition/positive feedback, interacting in effective ways, modeling literacy, and setting guidelines. The program is structured but flexible, allowing parents to have an input about their child’s literacy experiences in suggesting modifications due to their child’s age and maturity.

The author introduces the concept of “Transfer of Learning.” The author states that “Transfer of Learning” across the different participants is linked like a chain. Therefore, parents can only provide adequate training to their children if they themselves were adequately trained, and in turn, their adequate training is dependent on the family literacy facilitator’s own training. In order to determine “Transfer of Learning,” reverse learning effects (methodology used by in the study) were used. This methodology allowed the researcher to determine how learning of one cohort group at one link of the chain affected the learning of the group following.

In closing, the author states that family literacy programs are not “gimmicks.” They need to be well-planned using theoretical and experiential frameworks that reinforce positive attitudes about children and literacy learning. Family programs need to focus on all participants (children, parents, family literacy facilitators) involved at different points along the “chain of learning.” The author states that to understand how a family literacy program works is to understand how the impact of one group of participants affects another.

Cross-Reference:

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

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Handel, R. D. (1999). *Building family literacy in an urban community*. New York, NY: Teachers College Press.

This book reports on the Partnership for Family Reading, an intergenerational literacy program developed by the author and implemented through a collaboration between Montclair State University and the Newark, NJ school system. Handel first discusses the "multiple meaning of family literacy" and provides descriptions of a variety of family literacy programs before discussing the development and implementation of the Partnership for Family Reading. Based on interviews conducted by the author, narratives are provided to give the reader insight into the women who participated in the program. Individual chapters focus on the teachers of the family literacy program as well as home-school connections. Further, Handel discusses issues such as gender, class, race, and new welfare regulations in relation to family literacy and family literacy programs.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Monsour, M., & Talan, C. (1993). *Library-based family literacy projects*. Chicago, IL: American Library Association.

The connection between the public library and family literacy programs is becoming increasingly stronger as a result of the Bell Atlantic/ALA Family Literacy Project and the Families for Literacy program initiatives. This publication serves as a directory of library-based family literacy programs, and reports on their development as a legitimate approach to the problem of low literacy. It describes twelve outstanding library-based family literacy programs and identifies certain program components that can be replicated in libraries everywhere to facilitate program expansion.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section C: Program Descriptions and Models

Morrow, L. M., & Paratore, J. (1993). Family literacy: Perspective and practices. *Reading Teacher*, 47, 194–200.

In this article, the authors discuss current views, practices, and applications in family literacy. Because literacy activities at school and at home are sometimes seen as incongruent with one another, the authors suggest that the term family literacy be viewed in the broadest sense. The authors categorize family literacy initiatives into three areas

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(home-school partnership programs, intergenerational literacy programs, and research examining literacy use in families) and provide a description of each. Community collaboration and partnerships are noted as integral to the future of family literacy. Examples of collaboration in federal and state level family literacy programs are described. The need for evaluation of family literacy initiatives is stressed and methods of disseminating information regarding family literacy are presented.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Morrow, L. M., & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 89, 736–742.

This study investigated the effects of connecting home and school literacy by involving parents in developmentally appropriate and culturally sensitive literacy activities with their children. Fifty-four children in first, second or third grades were randomly assigned to either a combined home and school based or school-based intervention. The school based program included classroom literacy centers, teacher modeled literacy activities, and WRAP (Writing and Reading Appreciation for Students) time. The home based program provided additional parent-child literacy activities similar to the school based activities. Differences between pre- and post-test achievement and motivation data favored children in the combined school and home based program.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

National Center for Family Literacy. (1995). *Family literacy: Putting the pieces together* (participant's manual). Louisville, KY: Author.

This manual serves as a training guide for instructors of family literacy programs. The guide focuses on component integration, teambuilding, and collaboration, which together foster effective family literacy programs. The component integration section of the manual defines the term, provides examples, lists what individual program components

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have to offer in integration, discusses ways to address curriculum integration, offers a list of guidelines for implementing component integration, and demonstrates sample planning worksheets for component integration. The teamwork section of the manual describes what teamwork is, who are considered members of the team in family literacy programs, attributes of effective teams and team members, and a description of the Four Stage Model of Team Development. The manual also offers examples of ways to help build teamwork. The collaboration section discusses the importance and process of collaborating. The manual provides a checklist of strengths and barriers to successful collaboration and a sample collaboration chart which tracks the benefits of collaborative relationships between a program and the various agencies with which it interacts.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies
Section D: Curriculum and Instruction

National Center for Family Literacy (1997). *The family literacy answer book*. Louisville, KY: Author.

The objective of this book is to address many of the questions that are often asked about implementing family literacy programs, developing curriculum, and meeting the needs of families. Another intention of this guide is to provide resources for effective family literacy programs such as lesson plans and a bibliography. This guide is divided into 10 chapters covering the following topics: collaboration, curriculum development, adult education, early childhood education, infants/toddlers, parent and child together time, parent groups, home visits, and component integration. The guide includes over 70 lesson plans involving adult education, early childhood education, parent and child together time, and parent groups.

Cross-Reference:

Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section E: Collaboration Within Programs and Among Social Service Agencies
Section J: Parent Involvement

National Center for Family Literacy (2000). *Connecting families and work: Family literacy bridges the gap*. Louisville, KY: Author. (ERIC Document Reproduction Service No. ED450945)

A skills gap separates adults from the jobs they need and the employers from the workers they want. These adults are characterized as welfare recipients under the stress of welfare reform, immigrants with limited English language skills, and low-skilled workers unable to transcend poverty. They are also the parents of the children in our nation's public schools. For most of these adults, the biggest obstacle to success in the workplace is poor literacy skills. It is estimated that American businesses lose more than \$60 billion a year due to the lack of basic skills of employees. Employers today are expecting more than ever from their employees. They expect employees to not only have basic academic skills, but also creative thinking, problem solving, and interpersonal skills. Technological advances, too, have raised the standards for the level of skills needed in today's marketplace. To bridge the gap between adults and the marketplace, support needs to be provided to struggling families; parents need to learn to help their children; and families, communities, and employers need to envision brighter futures. This is all possible through multifaceted family literacy programs that focus on literacy and skills development. These programs help meet employers' demands of the workforce and at the same time improve the outcomes for families.

Recent studies at the National Center for Family Literacy (NCFL) revealed that adult's literacy gains were far greater and children's probability of school success increased from participation in family literacy programs as opposed to those adults and children who participated in either adult or early childhood education programs delivered in isolation.

NCFL has established and developed powerful collaborative programs with employers and community agencies in order to examine how family literacy programs can be adapted to match the students' skills to employers' needs. In short, these partnerships have proven to be a very effective strategy in the effort by family literacy programs to help families gain economic independence. For example, students in the Careers for Families in Louisville, Kentucky, are developing employment skills through job shadowing and volunteering. At the onset of the program, only 14% of participating adults were employed. By year's end, 40% of the participating adults were employed.

Welfare reform has forced programs to shift in focus towards a more concerted effort to integrate work with learning. This requires programs to be creative and to continue to maximize effectiveness. Many examples of this initiative across the country are cited. The connection between economics and education is clear. People with higher levels of education are more likely to be employed than those individuals with less education.

“Family literacy is a welfare-to-work strategy that focuses on strengthening the family unit while helping the parents become economically stable” (pg. 19). A work-focused program develops skills in people that are applicable throughout all aspects of their lives – work, family, community. Finally, employers are increasingly looking to programs like family literacy to find and train workers.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section H: Government Policy

National Center for Family Literacy. (2001). *Creating partnerships for learning: Family literacy in elementary schools*. Louisville, KY: Author. (ERIC Document Reproduction Service No. ED450946)

According to the federal government, family literacy means “services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrates all of the following activities:

- A. Interactive literacy activities between parents and their children
- B. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- C. Parent literacy training that leads to economic self-sufficiency
- D. An age-appropriate education to prepare children for success in school and life experiences” (pg. 1).

This definition stems from the philosophy that if we are to level the playing field for our children, we also need to create a level playing field for our parents; we need to have high expectations of them as well.

The Families in School model presented in this paper was developed as a result of a collaborative effort between the National Center for Family Literacy, the Toyota Motor Corporation, and 15 school districts across the country. The primary goal of this initiative is to improve the academic success of children as a direct result of increasing parental involvement by helping parents attain a higher level of education. This model focuses on local collaboration (as an important part of the program design) as well as federal funding to ensure program stability and sustainability beyond the initial grant cycle. Family Literacy programs must draw on the strengths of families, schools, and communities while at the same time focus on intensity, duration, and integration of services, in order to maximize its effectiveness.

Family literacy impacts schools in many ways: Student behavior improves, absenteeism declines, communicative relationships between parents and teachers grow, parental involvement increases, literacy activities of children at home increase, etc. Family literacy programs are important because a substantial achievement gap continues to exist between children in highest- and lowest-poverty schools. Research continues to show that there is a very strong correlation between parents' educational attainment, which is an indicator of a parent's economic status, and the success or failure of their children in school. In a recent evaluation of the Families in School model, parents named being a better parent, ensuring that their children succeed in school, and attaining their GED as their top three goals.

The Families in School model is made up of four components: Children's education, Adult education, Parent time, and Parent and Child Interactive Literacy Time. Adults and children learn in similar ways; the difference is found in the motivation. Therefore, the Families in School model offers and requires collaborative, innovative, and creative practices. The only way to guarantee success is through the provision of choices and opportunity.

Success of this model is dependent upon the school climate, the integration of family literacy into the school culture, the enthusiasm of the staff, the planning of teamwork, and the recruitment and retention of families. Leaders in key roles must carry out all of these elements to ensure success. These roles include a district coordinator, school principal, elementary school teacher envoy, adult education teacher, and parent liaison.

In conclusion, research and practice continue to show that supportive relationships between and among teachers, parents, children, and schools are the key to enriching the lives of children today and tomorrow and these practices must be brought to the forefront of public education.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section H: Government Policy

Section J: Parent Involvement

Padak, N. & Sapin, C. (2001). *Collaboration: Working together to support families*. Columbus, OH: Ohio State Department of Education, Division of Career-Technical and Adult Education. Kent State University, Ohio Literacy Resource Center. (ERIC Document Reproduction Service No. ED451404)

The authors, citing numerous secondary sources from various social contexts, “offer some suggestions for establishing and maintaining effective collaborations.” Their findings, similar to those of Tice (2000), indicated successful collaborative relationships are built upon a shared vision, mutual trust, honored commitments and a collective client focus. The article added value in two ways, first, *collaboration* was defined as a more formal arrangement between organizations than either *cooperation* or *coordination*. It is important to select the relationship type appropriate to the context. Second, the authors offered fairly comprehensive processes, checklists, and diagnostic tools for organizations to use to locate potential partners; initiate, formalize and govern collaborative relationships; manage conflicts; and evaluate effectiveness. While these recommendations seem theoretically sensible, their efficacy should be verified by a research study focused on family literacy program collaborative relationship building.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Pearce, D., & Brooks, J. (2001). Family economic self-sufficiency project. *Focus* 16(3), 1-2. Bureau of Adult Basic & Literacy Education, Pennsylvania Department of Education.

This project was “a collaborative effort of more than 1,000 local and state organizations and government agencies in Pennsylvania,” to help provide resources, training, and advocacy for low-income persons. Products developed as part of the project included a *Self-Sufficiency Standard* booklet and *Self-Sufficiency Budget Worksheet*, a *New Voices Video* and *Paths to Self-Sufficiency* video guide, and a *Human Resources Packet*. The purpose of the project was to provide training in self-sufficiency and advocacy, promote community activities, and organize statewide and regional information meetings. Information on this project is also available at www.womensassoc.org.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Peyton, T., & Wheeler, M. G., & Dalton, D. (1998). *States can use family literacy programs to support welfare reform goals*. National Governor's Association Center for Best Practices. (ERIC Document Reproduction Service No. ED463420)

Many studies over have made known the plaguing link between under-education and chronic, intergenerational welfare dependency. The "work first approach" recently adopted by welfare reform is requiring policymakers to revamp current practices and create new innovative programs designed to meet the needs of the undereducated people in the welfare reform environment. The first and most important step, as outlined by the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, to gaining self-sufficiency is to move people into the workplace. PRWORA also requires that state welfare reform agencies help clients and their children learn to become self-sufficient. One way to solve this issue is to have family literacy and welfare-to-work programs collaborate or incorporate strategies.

The change in direction of welfare reform from pre-employment to work creates opportunity for states to adopt family literacy programs as a method of reform. Family literacy programs can compliment the education of working individuals while at the same time provide children with the support necessary for academic success. When programs assist more than one generation within a family, the family is strengthened and adults become more competitive in the job market.

Family Literacy (FL) facilitates the transition from welfare to work because the structure of the four components model (adult education, early childhood education, parenting life-skills education, parent and child together time) helps adults transfer skills from their families to the workplace. Second, research conducted by the National Center for Family Literacy demonstrated that FL raises the rates of adult employment and child school readiness, helps welfare recipients get and keep jobs, and improves children's learning.

Finally, this paper discusses different ways (examples of programs are described) to incorporate family literacy and welfare reform. Incorporating Family literacy into the state's welfare-to-work strategy is an easy transition. Most FL programs already include community service assignments and work experience programs in their curriculums. This makes FL an allowable activity under the state's work requirements. FL instructors can also serve as case managers and in conjunction with a social services case manager can provide follow-up guidance to guarantee a recipient becomes self-sufficient.

Parents who drop out of school and become welfare recipients often have children who do the same, and the goal of FL programs is to break the cycle of poverty and under-education for the whole family unit. Children must be included in welfare reform to reduce the risk that another generation will be dependent on public assistance.

Cross-Reference:

Section H: Government Policy

Section E: Collaboration Within Programs and Among Social Service Agencies

Quezada, S., & Nickse, R. (1992). *Community collaborations for family literacy handbook*. Boston, MA: Massachusetts State Board of Library Commissioners.

This handbook is the result of a 16-month project in which six Massachusetts communities worked on the development and implementation of a collaborative plan for family literacy. The goal of the project was to enable the public libraries in the participating communities to serve at-risk families through the development of a family literacy program. The handbook is divided into three major sections. The first provides general background on the history of family literacy and the family literacy initiative, as well as a discussion on the importance of collaboration and steps to consider when designing a collaborative project. Part two takes a more in-depth look at the collaboration process and makes specific suggestions on ways to best facilitate progress. Part three helps the reader through the step-by-step process of writing a successful literacy proposal. Appendixes include an analysis of the Massachusetts Community Collaborations for Family Literacy Project Model (the motivation behind this handbook). Also included is an extensive annotated family literacy resource guide for parents, teachers, and family literacy and community collaboration program development.

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Richardson, M. V., Sacks, K., & Ayers, M. N. (1995). Intergenerational literacy leads to empowerment of families and schools. *Reading Improvement*, 32, 85–91.

In this article, the authors discuss the importance of families and schools working together to improve the literacy skills of both children and adults. Definitions of family literacy and intergenerational literacy are examined. The authors propose broadening these definitions to include shared experiences among family members in which something new is learned. The importance of and suggestions for including the family in the planning and implementation of literacy programs is noted. The authors describe strategies for promoting literacy in the home and strengthening the family-school connection. The authors view collaboration between families and schools as a tool for empowering both and as a way to satisfy the National Goals 2000.

indicates that the article is a research study

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section D: Curriculum and Instruction

Robertson, A. S. (1998, April). What are the issues that confront high-risk families: How can organizations such as ERIC and the National Parent Information Network help? Paper presented at the Parenthood in America Conference, Madison, WI.

Communities are woven together by stories that resonate with its history and knowledge. In this paper, the author begins with *A Home Visitors' Story*. It is the true story (names were changed to protect the identity of participants) of Margaret, a home visitor, in a newly funded family literacy program designed to serve "high-risk" families. At the center Margaret meets Carol, a grandmother living in a housing project taking care of her ex-boyfriend's two pre-school children. Carol's household will soon add her own daughter, her daughter's two children, soon to arrive new baby, and husband. Margaret finds herself trapped between her moral convictions and her professional responsibilities. Her heart tells her to help Carol, but her professional duties require that she report Carol to the housing authorities and children's services. The latter decision would result in Margaret breaking Carol's trust and if neighbors found out, this would undermine any new programs at the family center as well. The former decision would mean that Margaret could also lose the trust she had from people at the housing authority and children's services. Finally, Margaret began a collaborative process with other agencies to find ways to help Carol and her family.

Stories such as Margaret serve two purposes. First, these stories teach us about hearing and respecting the parents and the professionals involved directly with needy families. Second, these stories are important because they discuss the many critical problems faced by neighborhood programs supporting and educating high-risk families. Examples of these problems include: ethical considerations for personnel; inflexible or ineffective public systems in education, housing, welfare, and justice; damaged community social networks; limited employment opportunities within communities; differing viewpoints among family support professionals; poor communication among individuals, programs, and agencies.

Programs are continuously being pushed beyond their limits and so the question posed is: How can national organizations such as ERIC and NPIN help? The response is to collaborate with a wide variety of individuals, agencies, and organizations. With the creation of *Parents ask ERIC* (ERIC website), ERIC hopes to increase access to relevant, high-quality research and resources when needed, and in turn allow professionals like Margaret, and parents like Carol, to "become more competent in their roles and feel more capable when reaching out to help others within their community" (pg. 7).

indicates that the article is a research study

Cross-Reference:

Section G: Culture and Context

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

Segel, E., & Friedberg, J. B. (1991). "Is today liberry day?": Community support for family literacy. *Language Arts*, 68, 654–657.

This article discusses Beginning with Books, a literacy agency affiliated with the Carnegie Library of Pittsburgh. The authors describe three family literacy programs implemented by Beginning with Books to promote children's and adults' literacy: (1) the Gift Book Program, which draws on existing community services to help distribute picture-book gift packets to families with young children; (2) READ TOGETHER, a program that provides child care and one-on-one storybook reading sessions for children while their parents partake in literacy tutoring; and (3) Read-Aloud Parent Clubs for Head Start parents in which parent-child storybook reading is discussed and modeled and books are given out at each meeting for parents to read to their children at home. The authors believe that all three program can easily be replicated and provide sources to obtain additional information on Beginning with Books.

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Tice, C.J. (2000, October). Enhancing family literacy through collaboration: Program considerations. *Journal of Adolescent & Adult Literacy*, 44(2). 138-145. (ERIC Journals in Education Reproduction Service No. EJ616151)

The article describes a longitudinal field study that used a grounded theory methodology to evaluate a family literacy program in rural Ohio. It identified how collaboration between agencies could support families as needs changed. A strength was the reporting of client outcomes as indicators of program effectiveness (measured by Family Education Plan [FEP] goal achievement) and comparison with other detailed pre- and post-test results. Analysis revealed positive changes in parent-child relations, use of literacy material with children, and involvement in schools. The researcher also found significantly increased client participation in social services over time. The study is useful for understanding the specific attributes of successful collaborations that could be applied to similar rural family literacy programs. Like Alamprese (1996), Tice viewed collaboration as a process. Of particular importance was the finding that mutual trust was the key to developing collaborative relationships, which began with informal meetings

indicates that the article is a research study

and developed over time into more formal arrangements. An innovative approach to nurturing trust with, and empowering, clients was to “engage [them] in program development and operations” by incorporating work at the center into their FEPs and inviting them to serve on the program’s advisory committee. Tice came to a similar conclusion as Robertson (1998), that “no single agency, discipline, or approach is sufficient to successfully address the complex problems of family literacy.”

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

Tracey, D. H. (1995). Family literacy: Overview and synthesis of an ERIC search. In K. Hinchman, D.J. Leu, & C. Kinzer (Eds.), *Perspectives on literacy: Research and practice, forty-fourth yearbook of the National Reading Conference* (pp. 280–288). Chicago: National Reading Conference. (ERIC Document Reproduction Service No. ED 379 611).

To pull together and facilitate further knowledge within the field of family literacy, as well as to better define family literacy, Tracey conducted a comprehensive review of the literature. Using the descriptor "family literacy" on two indexes within the ERIC system (Resources in Education (RIE) and Current Indexes to Journals in Education (CIJE)), 409 references and abstracts were located and reviewed. For the final reporting of the literature, 135 documents were sorted into 3 main categories—research emphasis (19 percent), program descriptions (35 percent), and position papers (38 percent)—and then analyzed. Several strengths, weaknesses, and needs in the literature emerged as a result of the review. The primary weaknesses noted were a lack of clear and agreed-upon definitions in the field; a disproportionately small percentage of documents created from a research perspective; a too narrow focus on topics that would fit more appropriately into areas outside of family literacy; and a lack of research on program efficacy. Primary strengths included the fact that the attrition rate for participants in family literacy programs is considerably smaller than in adult literacy programs, and that documented research consistently supports the finding that participants of family literacy programs are benefited by increased positive literacy interactions in the home between parent and child as a correlate of participation.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section G: Culture and Context Section H: Government Policy

##Voss, M. M. (1996). *Hidden literacies: Children learning at home and at school*.
Portsmouth, NH: Heinemann.

Voss reports on a year spent systematically observing and talking with a group of children in their home and school settings. In the role of participant-observer, she used field notes and audiotape recordings to collect samples of children's writing and reading. In the process, she shares with the children's parents and teachers her observations and consequently gains information not typically available to other educators. Using this information, she discusses a number of basic questions related to children's literacy. Throughout her study, she shows that although words are important, there are other forms of literacy (e.g., cultural and media literacy) and these need to be taken into account in teaching children. One of the most important topics she addresses is how schools and parents can work together for the sake of their children's learning.

Cross-Reference:

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Winter, M., & Rouse, J. (1990). Fostering intergenerational literacy: The Missouri Parents as Teachers Program. *The Reading Teacher*, 43(6), 382–386.

There is growing agreement among educators that interventions targeting child literacy must more broadly recognize the entire family as the client, and must respect the culture and value system of that family. The Missouri Parents as Teachers program (PAT) employs this family-centered approach and has become the model for early childhood family education in Missouri. This paper describes the services the program offers, their curriculum, how PAT promotes literacy, and the variety of parent-child activities. Implications for local school districts are discussed. A general evaluation of the project is also included.

indicates that the article is a research study

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

indicates that the article is a research study