



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section C:
Program Description and Models**

Program Description and Models – This section of the annotated bibliography describes and reviews the different types of family literacy models being developed and implemented in the United States and abroad. The intent is to provide practitioners with program models and research about them so that more programs that match the beliefs and practices families have about literacy are created.

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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Adult Literacy and Basic Skills Unit. (1993). Family literacy. *Viewpoints: A Series of Occasional Papers on Basic Education*, 15. (ERIC Document Reproduction Service No. ED 362 766).

This issue is dedicated to the topic of family literacy and draws on research and practice from both the United Kingdom and the United States. The following articles are included in this issue:

1. *Family Literacy as a Intergenerational Approach to Education* by Sharon Darling
2. *Intergenerational Literacy Intervention: Possibilities and Problems* by Peter Hannon
3. *Workforce Education, Family Literacy and Economic Development* by Thomas Sticht
4. *Parent Involvement in Parent Literacy: An Anti-poverty Perspective* by Ray Phillips
5. *Techniques in Family Literacy* by Keith Topping
6. *A Typology of Family and Intergenerational Literacy Programmes: Implications for Evaluation* by Ruth Nickse.

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 J: Parent Involvement

Akkok, F. (1999, June). *Parental involvement in the educational system: To empower parents to become more knowledgeable and effective*. Paper presented at Central Asia Regional Literacy Forum, Istanbul, Turkey. Retrieved August 13, 2003, from http://literacyonline.org/products/ili/webdocs/carlf_akk.html

This paper discusses the first parent involvement program at the kindergarten and primary school level in Turkey. The author discusses the role of parents in the educational system and Parental Involvement Programs, applications in several countries, ways to involve parents, the initiation of Parental Involvement Programs in Turkey, and the procedures. The author reports that parents from the pilot program indicated that the program equipped them with parenting skills, facilitated their understanding of their children's development, and created positive attitudes toward school. Teachers and counselors stated that the program created common ground for communicating with both parents and children that facilitated their jobs. Other outcomes noted include an increase in parents volunteering, parents participating in school activities and parents developing a better understanding of the school and school system.

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Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

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

Alamprese, J. A., & Voight, J. D. (1998). *Delivering family literacy in the context of welfare reform: Lessons learned*. Bethesda, MD: Abt Associates.

This is a report of the initial phase of the Family Independence Initiative. This study examines how five family literacy programs worked to adapt their services to meet the challenges of recent welfare reform. This report reviews the five development sites with regard to program operations, collaboration with local agencies and businesses, and documentation of participant outcomes.

Key lessons for family literacy programs learned through this study:

Time

- The amount of time participants spend in a program will be less.
- Activities need to be planned carefully and focus on basic and work preparation skills.
- Programs may need to supplement onsite activities—for example, collaborating with local businesses and agencies for offsite activities or shifting Parent and Child Interactive Literacy activities to participants' homes.

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Content

- Instruction should include career awareness and work preparedness topics in adult education, early childhood, and parenting components.
- Teach basic skills in the context of work.

Program Processes

- Programs should include shadowing, mentoring, and work experience activities. “The challenge for programs is to balance the overall goals of family literacy program—preparing parents as their children’s first teachers while developing their own skills—to include a broader definition of parental skill development” (I-19).

Cross-Reference:

Section C: Program Descriptions and Models

Section H: Government Policy

##Aram, D. (2006). Early literacy interventions: The relative roles of storybook reading, alphabetic activities, and their combination. *Reading and Writing, 19*(5), 489-515.

The aim of the study was to compare the effects of three year-long programs. The first involved storybook reading, the second entailed training in alphabetic skills, and the third combined activities from these two programs. The study was conducted in preschool settings in a low-SES township in Israel with 3–4 and 4–5 year olds. The storybook program utilized 10 children’s books, each serving as the basis for 4–6 sessions. The alphabetic skills program practiced letter knowledge, phonological awareness and writing. It assessed gains in alphabetic skills and vocabulary. The combined program included storybook reading and training in alphabetic skills, each less intensely than the programs focusing on each activity separately, and assessed gains in alphabetic skills and vocabulary. All three intervention groups showed more progress than the comparison group in alphabetic skills and vocabulary (name writing, letter knowledge, phonological awareness, and, nearly significantly, receptive vocabulary). The alphabetic skills group gained more than the other two intervention groups on alphabetic skills (word writing, letter knowledge, and initial letter retrieval). The combined group gained more than the alphabetic skills group on vocabulary (book vocabulary), and more than the storybook reading group on an alphabetic skill (initial letter retrieval). Unexpectedly, the storybook reading program showed an advantage only over the comparison group but not over the other intervention groups. Even though the results of this quasi-experimental study cannot be interpreted as reflecting cause–effect relationships, it offers valuable insight

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into the differential gains from storybook reading compared to alphabetic skills training programs.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Askov, E.N. (in press). Workforce literacy and technology in family literacy programs. In B.H. Wasik (Ed.), *Handbook on family literacy: Research and practice*. Mahmah, NJ: Erlbaum

The purpose of this chapter is to discuss the advantages of integrating workforce literacy and technology into family literacy programs and to suggest some creative venues for implementation. In addition the author also suggests that adult educational agencies take a broader perspective of themselves as comprehensive educational organizations. Sections include discussions on the impact of the welfare-to-work legislation, national need for workforce literacy programs, abilities developed by workforce literacy programs, characteristics of effective workforce development, workforce literacy in the adult component of family literacy programs, role of technology in instruction, and benefits to children.

The first section, *the impact of the welfare-to-work legislation*, reviews the implications of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and how family literacy organizations integrated it into their programming. The next section on, *the national need for workforce literacy programs*, details the need for skilled workers. The third section, *abilities developed by workforce literacy programs*, outlines the advantages of integrating workforce literacy into family literacy programs. The following section discusses, *characteristics of effective workforce development*, from the perspective of both adult learners and adult education teachers. The fifth section, *workforce literacy in the adult component of family literacy programs*, reviews various program models of integration. The next section of, *the role of technology in instruction*, discusses the benefits of technology in family literacy programs. The final section, *benefits to children*, outlines positive outcomes of integrating workforce literacy, technology, and family literacy programs.

Future research areas suggested by the author include:

- Impact of transition to the workplace on very young children
- Study of various service models
- Impact of constructivist approach to instruction in adult component in preparing parents as workers

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The author concludes that integrating workforce development with an emphasis in using technology is appropriate in a family literacy programs and that bringing both programs together would strengthen the positive outcomes of both parents and children.

Cross-Reference:

Section C: Program Descriptions and Models

Auerbach, A. (2003). Designer literacy: Reading the labels. *Family Literacy Forum & Literacy Harvest*, 2 & 10, 46-50.

This article is intended for family literacy practitioners in order to provide an overview of fundamental family literacy programming differences, which in turn have implications for family literacy practice. This article compares three perspectives on family literacy: the intervention prevention approach, the multiple literacies approach, and the social change approach. The intervention prevention approach addresses issues in home literacy practices through program interventions to change values and skills. (In addition to outlining the model the author also presents four critiques.) The multiple literacies approach addresses the “mismatch” between home literacy and school literacy by affirming home cultures and using home cultures in the literacy learning process. The social change approach addresses political, social and economic factors of low literacy through work with both families and communities. Based on the program perspective analysis, the author’s implications for practitioners are: (1) look at the ideological basis for a family literacy model; (2) critically consider claims for family literacy; (3) connect literacy to participants’ culture and context; and (4) connect literacy to participants’ ongoing life activities. The author concludes the article with a set of reflection questions for practitioners to prompt self-analysis. In addition, the article includes a chart of the three program models comparing the problem, the solution, and features.

Cross-Reference:

Section C: Program Descriptions and Models

Auerbach, E. R. (1989). *Toward a sociocontextual approach to family literacy*. Harvard Educational Review, 59, 165–181.

Based on her study of family literacy, which included the examination of current models of family literacy programs, ethnographic literature, and interactions with immigrant and refugee students, Auerbach proposes a broadening of the definition for family literacy, and a reevaluation of the family literacy model. Instead of a family literacy model that attempts to transmit school practices to the home, Auerbach supports a sociocontextual

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approach that incorporates family, culture, and community. The author discusses this new model of family literacy and provides examples and suggestions for its implementation.

Cross-Reference:

Section C: Program Descriptions and Models

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

Auerbach, E. (1990). *Making meaning, making change: A guide to participatory curriculum development for adult ESL and family literacy*. University of Massachusetts, Boston: Bilingual/ESL Graduate Studies. (ERIC Document Reproduction Service No. ED 321 593).

This document, describing the University of Massachusetts Family Literacy Project, is intended to provide guidance for those interested in developing adult English as a Second Language (ESL) and family literacy programs for immigrants and refugees. It serves primarily as a curriculum guide, stressing important project components, the reasoning behind them, and suggestions for how others can incorporate these processes into their own program. The author, however, encourages program developers to carefully consider the specific concerns and issues of each group of participants to ensure effectiveness. Provided throughout the article is documentation of the learning process for teachers, students, and staff.

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

Section G: Culture and Context

Baker, A. J. L., Piotrkowski, C. S., & Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPYPY) on children's performance at the end of the program and one year later. *Early Childhood Research Quarterly*, 13, 571–588.

The Home Instruction Program for Preschool Youngsters (HIPYPY) is a 2-year, home based early childhood education and parent involvement program for parents with limited formal education. The key program features are bimonthly home visits and bimonthly group meetings during which parents use HIPYPY story books and educational activities with their preschool children. This report presents findings on the effectiveness of HIPYPY programs for children in the early school years. A two cohort experimental design with a randomized control group was implemented. Children were assessed at baseline, at the end of the program and 1 year later on cognitive skills, adaptation to the classroom, and

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standardized achievement. HIPPY Children from Cohort 1 performed significantly better than comparison group children on all measures of school performance both at the end of the program and one year later. However, no effects were found for Cohort 2. No significant differences between groups or cohorts account for this lack of replication. The authors also report on a concurrent evaluation that was conducted in a different state. Although the design differed and the study was quasi-experimental, the same pattern was found—significant effects were found for cohort 1 but not cohort 2. The authors interpret these findings as mixed support for HIPPY.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section J: Parent Involvement

Barbara Bush Foundation for Family Literacy. (1989). *First teachers*. Washington, DC: Author.

This book contains a brief introduction which discusses the problem of illiteracy in the United States, the intergenerational transmission of literacy, the beliefs underlying family literacy programs, and how family literacy programs address illiteracy. The book consists of "snapshots" of the following 10 family literacy programs:

1. Parent and Child Education (PACE) Program
2. The Kenan Trust Family Literacy Project
3. SER Family Learning Centers (FLCs)
4. Parent Readers Program
5. MOTHERREAD
6. Mother's Reading Program
7. Arkansas Home Instruction Program for Preschool Youngsters (HIPPY)
8. Parents as Partners in Reading
9. Parent Leadership Training Project
10. Avance Family Support and Education Program.

For each program, information is provided regarding how and why the program was developed, the setting, funding, and components of the program, evidence for the success of the program, and advice for policymakers and practitioners. A summary chart which details the goals, population, outreach efforts, funding, support services, materials, special features, and outcomes is also presented. A list of program contacts and other sources for information on literacy conclude the book. This book is helpful to individuals interested in learning about the different types of family literacy programs and efforts, as well as how to contact programs or centers for more information.

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Cross-Reference:

Section C: Program Descriptions and Models

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

Section H: Government Policy

Benjamin, L.A. (1993). *Parents' literacy and their children's success in school: Recent research, promising practices, and research implications*. Retrieved September 19, 2002, from <http://www.ed.gov/pubs/OR/ResearchRpts/parlit.html>

This publication is part of a series of papers published by the office of Research of the U.S. Department of Education. The “recent research” is not recent anymore, but it does pose questions for new research. This report focuses on the research and development of literacy programs that are designed to improve both the literacy skills of parents who did not graduate from high school and of their children.

Past research demonstrates that the mother's level of educational attainment is one of the most important factors influencing the achievement of their children in school. The 1990 NAEP (National Assessment of Educational Progress) reading assessments show that fourth grade students whose mothers had not completed high school had lower than average skills. However, the 1982 Harvard Families and Literacy Study found “no simple correlation between parents' literacy level, educational background, amount of time spent on literacy work with children, and overall achievement.” Everyday stresses including emotional environment, financial difficulties and parental involvement had a stronger effect on children's school achievement than direct activities like helping children with their homework.

The author points out that some programs show promise in the search to help families with literacy needs. This publication provides the reader with background data that could be useful in further research. It brings new issues to the surface and suggests directions for future research.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

##Bennett, K. K., Weigel, D. J., & Martin, S.S. (2002). Children's acquisitions of early literacy skills: Examining family contributions. *Early Childhood Research Quarterly*, 17, 297-317.

The authors of this study looked at parents and their pre-school aged children in order to better understand the relationship between the family environment and the children's language and literacy skills. Three models (Family as Educator, Resilient Family, and Parent-School Partnership) were studied to evaluate the above relationship. Results from the study suggest that the Family as Educator model was the only model significantly associated with preschool children's book-related knowledge, and receptive and expressive language skills. Results for the Resilient Family and the Parent-School Partnership Models were inconclusive and did not show a significant relationship related to preschool children's emergent literacy skills. Therefore, a child that is not engaged in activities pertaining to books and reading in the home is at greater risk for reading difficulties than a child with a richer literacy home environment.

The Family as Educator model posits that the family serves as the educating agent and therefore, positively affects the language and literacy development of the child. Five aspects of this model were considered: literacy environment of the home, direct teaching, creating opportunities to learn, parental education, and parental expectations. Home literacy environment, parents' education, and parents' expectations for their children were the strongest predictors of word recognition skills and vocabulary development of the children.

The Resilient Family Model suggests that the family acts like a barrier against external stressors and pressures while still engaging in the behaviors that foster acquisition of language and literacy. Resiliency is defined as a dynamic interaction encompassing more than economic stability. It refers to how the family functions, how it is organized, how it manages its resources, and how it copes with internal and external stressors.

The Parent-School Partnership model states that the more supportive of school initiatives parents are, the more successful they will be in promoting their children's language and literacy development. This model is composed of five variables: formal parent-school involvement; frequency of contact with teachers; homework help by parents; nature of parent-child interaction during homework help and; school attendance and punctuality.

Finally, the study focuses on middle-income families because most research in the past has focused on low-income families. The authors state that home literacy environment-related processes such as parent-child book reading, parental expectations, family stressors, and emotionally healthy family environments affect all children regardless of socioeconomic status and should be topics of future research. They also suggest that one investigate how these processes operate for low-income families.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section J: Parent Involvement

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
- 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

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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

Biancarosa, G., and Snow, C. E. (2004.) *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

There are fifteen key elements that make an adolescent literacy program successful. While not all fifteen must be present in any single program, there are three that are crucial for achievement: professional development, formative assessment, and summative assessment. This article provides critical information for program developers.

Cross-reference:

Section C: Program Description and Models

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation of Family Literacy Programs

Brooks, G., Gorman, T., Harman, J., Hutchinson, D., & Wilkin, A. (1996). *Family literacy works*. London, England: The Basic Skills Agency.

This book reports on the evaluation of The Basic Skills Agency's Family Literacy Demonstration Programs by the National Foundation for Educational Research (NFER). The first part of the book describes the family literacy initiative in general and the various programs and their evaluations. The latter half is devoted to answering the following questions: (1) How effective were the Family Literacy Demonstration Programmes?; (2) Why were they effective?; and (3) What lessons and recommendations can be drawn from this information?

Cross-Reference:

Section C: Program Descriptions and Models

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

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Brooks-Gunn, J., Berlin, L. J., & Fuligni, A. S. (2000). Early childhood intervention programs: What about the family? In J.P. Shonkoff, & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed.). New York: Cambridge University Press.

The authors note that discussion pertaining to parent and family roles in early childhood initiatives appear to be missing or distorted. To address this omission, the authors depict ways in which families are critical to early childhood program access and how the programs influence parents' well being. This chapter also highlights how child outcomes are mediated through program effects on parents. It also shows how parent involvement is contingent on the relationships among parents, staff, and children. The authors review four types of programs: parent-focused home-based programs, parent-focused combination center- and home-based programs, intergenerational family literacy programs, and parent-focused literacy programs. These programs are discussed in relation to parent and family outcomes. The authors also examine the role of parents as catalysts of change in early intervention programs. The final two sections focus on policy, implications for practice, and recommendations for programs and their evaluations.

Cross-Reference:

Section C: Program Descriptions and Models

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

Section A: Parent and Child Interactive Literacy

Section H: Government Policy

Section J: Parent Involvement

Brown, B. L. (1998). *Family literacy: Respecting family ways*. (ERIC Digest No. 203)

In this digest, Brown challenges family literacy programs to consider further implications than solely those that are school-based. The author states that programs and curriculum should consider the whole family unit and build on cultural, gender, age, relationships, occupational, and community influences as well as those related to the school. Brown notes a number of community programs that have been able to access multiple literacy contributions of diverse families.

Brown refers to current family literacy programs that base their activities on what she considers a “deficit model” as those that only consider literacy activities in relation to school-based models. The author promotes other options that value different literacies than only those found in schools. These include literacy transmissions between adults, children and adults, siblings, and those encountered within the community, including those that are occupational.

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The author advocates literacy programs that consider a variety of literacy behaviors. She feels that it is important to involve whole families, schools, communities, and occupational settings in literacy programs in order to best serve the advancement of literacy in the family. She emphasizes that such programs will foster needed mutual respect and collaboration between members of all the participating groups.

Cross-Reference:

Section G: Culture and Context

Section C: Program Descriptions and Models

Bryant, D. & Wasik, B. (2004). Home visiting and family literacy programs. In B. H. Wasik (Ed.), *Handbook of family literacy* (pp. 329-346). Mahwah, NJ: Erlbaum.

Home visiting has been identified as an effective format in providing services to families in need, and reflects a long history in the fields of health, social services and education. Home visiting operates from the belief that these methods of service are effective in building relationships with families that do not have the ability to attend programs located at sites. Home visiting has also been instrumental in extending learning opportunities for families who do attend programs.

This chapter looks at the correlation of home visiting and the enhancement of language and literacy development for young children through two programs *The Parents as Teachers* (PAT) program and the *Even Start* program. Working on the premise that home visiting is:

- family focused and flexible
- provides information relative to the needs of families which is pertinent in planning
- culturally sensitive to families backgrounds and traditions
- builds on the existing strengths and practices of the families

Both *The Parents as Teachers* and *Even Start* programs have indicated that although there are challenges associated with home visiting (i.e. scheduling, family participation), the overall results from both programs have been positive relative to the effectiveness of home visiting. This chapter is particularly useful to family literacy practitioners.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

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##Butron, U. M., Li, H., & McIntosh, S. (1999). Computer technology and the changing perception of literacy. *Literacy Practitioner*, 5(2).

The authors of this study investigated (1) how computer technology was shaping attitudes towards literacy in society and (2) the relationship between computer technology and the process of becoming literate. Research was conducted through face-to-face interviews with people engaged in diverse educational and training activities, both computer and non-computer related. A summary of comments and findings include:

- Literacy is viewed as a continuum
- Digital media is altering the way knowledge is constructed
- Learning in a random-access computer environment is very different from traditional, structured learning experiences
- Students using computer-based instruction have been shown to outperform their peers
- Technology can be used to promote practical and liberatory knowledge
- Computers can be used to enhance instruction
- Computers can be used as a tool for learning or gathering information
- Computers can be passive (such as drills) or active (inviting interaction, discovery, and critical thinking) tools
- Computers have potential for non-traditional learners such as those with disabilities or special learning needs
- Literacy practitioners need to be involved in issues of development of hardware and software.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Caddell, D. (1996, September). *Roles, responsibilities and relationships: Engendering parental involvement*. Paper presented at Scottish Educational Research Association, Dundee, Scotland. Retrieved August 13, 2003, from <http://www.leeds.ac.uk/educol/documents/00001665.htm>

This paper explores two home-school initiatives, in order to raise questions on how individual schools respond to developing policy and practices to enhance working relationships between teachers and parents. The City of Edinburgh sponsored the Pilton Home Link Project, in order to strengthen support and communication between families and schools in economically disadvantaged areas. In piloting the initial program, issues around the involvement of fathers lead to the development of another initiative “Dads & Kids.” The author uses the programs to illustrate the importance of analyzing the current social context of home-school initiatives. The author also highlights the challenge of

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developing strategies, which offer men and women equal opportunities to be actively involved in their children's early learning. The author argues that successful strategies must build on current interests, motivation and relationships. In addition, the author explores the connotations in using the word "parent," the gender bias of parental involvement programs, the involvement of fathers in supporting their children's learning this experience, and the quality of parent-professional relationship.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

Caronia, L. (1998, September). *Between family and school: becoming readers in a children library*. Paper presented at European Conference for Educational Research, Ljubljana, Slovenia.

This paper describes Italian Reading Centers for Children, a program to promote reading motivation in children by providing children with a perspective of reading that they can use at school and at home. With this point of view, reading is not just a school task, but also a chosen social activity. The program uses the new perspective that book reading is a pleasure to improve reading competence and motivation for children. The author analyzes parent-child verbal interactions from an ethnographic study to illustrate the philosophy of education of the Centers and the strategies adopted by the Centers that give children good reasons to read books.

The author states that school teaches children how to decode and understand the meaning of text but not why reading is important and valuable. The author suggests that the reasons why are taken for granted by the school which assumes value accorded to reading was natural rather than cultural. The author argues that not all children are socialized to a school-oriented culture of books, and not all of them possess a representation of book reading that can make sense of cognitive efforts demanded by the school, hence the need for family involvement. In the Italian Reading Centers for Children, Center teachers use specific verbal strategies that engage the parents reading perceptions and that informally validate the importance of reading and encourage the use of the onsite lending library. The program works as a bridge between the school and the family's reading habits and values of books and reading.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

Section J: Parent Involvement

indicates that the article is a research study

Caspe, M. (2003). *Family literacy: A review of programs and critical perspectives*. Cambridge, MA: Harvard Graduate School of Education, Harvard Family Research Project. Retrieved August 13, 2003, from <http://gseweb.harvard.edu/hfrp/projects/fine/resources/research/literacy.html>

This research review addresses (1) the definition of family literacy, (2) the critical perspectives on family literacy programs, (3) the emerging principles for program implementation, and (4) the principles illustrated in three family literacy programs.

In the first section, the author proposes broadening the traditional understanding of family literacy with the evolving concepts of literacy and emergent literacy. The author then examines four arguments used by critics of family literacy programs. These arguments are categorized as: the deficit model, the research vacuum, the silent gendered discourse and the missing social-constructivist perspective. The author proposes in the third section, that the critical perspectives generate eight principles which family literacy programs can use to guide development and implementation. In the final section, three family literacy programs are discussed to illustrate the principles in action. All three programs are intergenerational and focus on immigrant families.

For practitioners and policymakers, this review redefines family literacy in light of current research and describes current critical perspectives. For local family literacy program implementation, this review also contains guiding program principles and examples of their application in three different family literacy programs.

Cross-Reference:

Section C: Program Descriptions and Models

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 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

indicates that the article is a research study

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

Comings, J. (2004). The process and content of adult education in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 233-252). Mahwah, NJ: Lawrence Erlbaum.

Comings writes of the four differences between children and adults as students. Adults choose to be in school and will “vote with their feet” to leave when they are not engaged. Authentic content must be present that is relevant to their life roles (in family, at work, and within the community). The skills and knowledge base that adults bring to the classroom are much more diverse than those the children bring; therefore, more individualized instruction is necessary. Also, they must work towards goals that are personally important to them, and it must be convenient for them to participate.

Persistence is necessary for change so programming must support persistent behaviors. Force-field analysis should be used early to identify individual barriers and supports. Self-efficacy needs to be built and clear goals developed. When those are in place, persistent student effort needs to be measured in order to show growth. Most assessments are for accountability; however, adult student assessments should also indicate progress clearly and be self-evident for the student.

indicates that the article is a research study

Comings suggests instruction that reaches students through their strengths rather than their weaknesses and programming that helps students plan how they will engage in both formal study and self-study. They should become aware of those opportunities to learn that exist beyond the classroom but connect with it. This chapter is of interest to anyone wishing to investigate the application of adult education within the context of family literacy.

Cross-Reference:

- Section B Parenting Education
- Section C Program Description and Models
- Section D Curriculum and Instruction
- Section F Assessment and Evaluation

Connors, L. J. (1993). *Project Self-Help: A family focus on literacy* (Rep. No. 13). Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools, and Children's Learning. (ERIC Document Reproduction Service No. ED 380 230).

This document describes Project Self-Help, a school-based family literacy program serving parents and grandparents and their preschool and elementary-aged children. During the year, adult literacy classes and child classes met 2 times a week. During the summer, families had the opportunity to participate in a summer reading program that included educational field trips. The author describes the program in detail and provides information regarding the gains of both adults and children while enrolled in the program. Three case studies are included to highlight the different outcomes of adults depending upon their individual situations. The last part of the document includes a section about the lessons the program coordinator was able to learn from the implementation of Project Self-Help and is useful for individuals implementing school-based or other types of family literacy programs. Issues related to implementing family literacy programs and discussion of further research needed are also presented in this article.

Cross-Reference:

- Section C: Program Descriptions and Models
- Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Crowther, J., & Tett, L. (1997). Literacies not literacy. *Adults Learning*, 8(8), 207–209.

Advocating a sociocontextual approach (see Auerbach, 1989), this article features a family literacy program entitled "Connect." The Connect program has an emphasis on individuals and their unique literacies. Curriculum is included into the everyday lives of

indicates that the article is a research study

students. Staff is committed to a particular vision that integrates work purpose and understanding with practice. A feature of this program is a pedagogical approach to knowledge. Knowledge in classrooms is constructed along the premises of we know/they know, we don't know/they know, we know/they don't know, and we don't know/they don't know. Connect works to start with the premise of we know/they know whereas other programs that take a more school-model approach implement a curriculum from a we know/they don't know approach. The authors suggest that this model provides an open-ended and creative environment sensitive to the context and the culture that families bring with them to the program.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Daisey, P. (1991). Intergenerational literacy programs: Rationale, description, and effectiveness. *Journal of Clinical Child Psychology*, 20, 11–17.

Educators have acknowledged that a continuing focus on the mechanics of reading will not alleviate the literacy problem. As a result, the focus of attention has shifted to the family and the critical role it plays in the acquisition of reading skills. This article discusses the rationale behind the growing number of intergenerational literacy programs and how they target adult strengths to facilitate the literacy of an entire family. The three intergenerational projects evaluated were the Family Literacy Center at Boston University, the Parent Readers Program at the City University of New York, and the Kenan Trust Family Literacy Project. In addition, Daisey describes the Even Start legislation that provides funding for the continuing evaluation of family literacy programs.

Cross-Reference:

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

Section C: Program Descriptions and Models

Daniels, H., Zemelman, S., & Bizar, M. (1999). Whole language works: Sixty years of research. *Educational Leadership*, 57(2), .32-37.

In this article, the authors look at research that supports the whole language approach to reading. The authors state, “holistic approaches to literacy remain our best researched, most reliable, and most thoroughly proved ways of teaching reading” (p. 32). In the article, key strategies of the whole language approach are listed. Studies are cited that provide evidence for the positive results of literature-based reading. Other studies

indicates that the article is a research study

referred to support the whole language writing process, independent reading practices, and cooperative learning activities. Studies are mentioned that document how whole language assists students with reading difficulties. The overall view of the authors in this article is that there is substantial research to support the whole language approach to instruction and that it is a highly effective method.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Darling, S. (1992). Family literacy: Parents and children learning together. *Principal*, 72, 10–12.

Darling states that a mother's literacy is the best predictor of a child's academic success. In addition, parents who are undereducated or intimidated by schools often do not become involved in their child's learning. Darling states that the most effective literacy programs are intensive and include the whole family. The author discusses the Kenan Family Literacy Model and how its goal of breaking the intergenerational cycle of illiteracy is addressed by the program's components. The literacy programs based on the Kenan Model include the following four components: adult basic skills instruction; early childhood education; parent time; and Parent and Child Interactive Literacy. Preliminary results indicate that this model is effective for both the children and the adults. Darling reports that parents are more likely to continue with family literacy programs than with other adult education programs.

Cross-Reference:

Section C: Program Descriptions and Models

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

Section J: Parent Involvement

##Darling, S., & Hayes, A. E. (1989). *The William R. Kenan, Jr. Charitable Trust Family Literacy Project. Final Report 1988–1989*. Louisville, KY: National Center for Family Literacy.

This document reports on the Kenan Trust Family Literacy Project carried out in seven sites in Kentucky and North Carolina in 1988–89. The goal of the project was to improve the educational outcomes of children and their parents labeled "at risk" by combining efforts to provide quality early-childhood education with efforts to improve the literacy and parenting skills of undereducated parents. The children participated in a preschool program while their parents received education and vocational training. The project also

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included Parent and Child Interactive Literacy, when parents and children worked and played together, and group Parent Time (PT), where parents met to discuss personally significant topics and problems. Research revealed seven types of parents with unique characteristics related to program participation, motivation, capability, needs, and the likelihood of accomplishment. In two groups, the majority of parents did not expend sufficient time or effort to make progress in their own or their children's lives. In the other groups almost all of the parents and their children made significant gains. The report lists recommendations for adoption of the model.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

DeBruin-Parecki, A., Paris, S. G., & Seidenberg, J. L. (1996). *Characteristics of Effective Family Literacy Programs in Michigan*. (NCAL Technical Report TR96-07). University of Michigan, National Center on Adult Literacy.

This report reviews major models and practices in family literacy programs in Michigan and describes how programs adapt their instruction and services to their participants' individual needs. Four case studies of different programs (Maple Tree Even Start – Kenan Model, Allen Prison - Parents as Partners in Reading Model, the Michigan HIPPIY Program, and the Christian Outreach Center) represent the range and variety of Michigan's family literacy programs. The four representative programs as well as other programs, revealed the following strengths:

- Responsiveness to cultural, familial, and community characteristics
- Collaboration with surrounding agencies
- Good referral system
- Overcome barriers that would otherwise hinder increased access and participation
- Attempt to make curricula meaningful and useful to participants
- Balance of program components to include a significant amount of time spent on age interactive activities, which include good instruction and modeling
- Emphasis on understanding developmentally appropriate materials
- Provision of age-appropriate materials to families
- Increase self-efficacy through successful learning experiences
- Build bridges between parents and teachers, home and school
- Secure funding source
- Stable, collaborative staff with varied credentials and areas of expertise including community members with practical knowledge

In addition to these strengths, several weaknesses in Michigan family literacy programs were revealed. Recommendations based on the persistent program problems lead to the following suggestions:

- Theory and research is needed to guide services and practices, not commercial interests alone
- A greater integration of emergent literacy and adult literacy is needed to make practices interactive and intergenerational
- Curricula need to be individualized, goal oriented, meaningful, and relevant to participants' lives
- Programs need authentic, process-oriented assessments that are outcome based, and reflect progress accurately
- Programs need to consider the wider range of needs of their clients in order to help improve the standard of living in their communities.

Cross-Reference:

Section C: Program Descriptions and Models

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

Delgado-Gaitan, C. (1996). *Protean literacy: Extending the discourse on empowerment*. London: Falmer Press.

This book focuses on a discussion of empowerment related to the author's earlier ethnography (Delgado-Gaitan, 1990). Emphasis is placed on the researcher's role of facilitator and advocate in helping families participate in the school community. Using critical ethnographic techniques, Delgado-Gaitan helped parents to establish COPLA (Comite de Padres Latinos), an organization to empower parents by representing their interests with the school system. Because of the concern with reading underachievement of Spanish-speaking children, one activity initiated by COPLA was the Family Literacy Project. This project intended to have children read at home with their parents and have the family report to the teacher in order to monitor literacy performance. Delgado-Gaitan argues that families were not empowered in their children's education with the Family Literacy Project. She suggests that claiming "cultural space and political voice and utopian visions" through activities like those conducted by COPLA are not enough to counter inequalities embedded in political and economic structures, although these activities offer potential for transformation.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

indicates that the article is a research study

Dickinson, D.K., St. Pierre, R., and Weyl, J. (2004), High-quality classrooms: A key ingredient to family literacy program's support for children's literacy. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 137-154). Mahwah, NJ: Lawrence Earlbaum.

The authors argue that the changes made by intervention efforts must be much larger in magnitude than have been realized in the past. As intervention needs to begin earlier in support of emergent literacy and early literacy, they stress that high-quality "center-based" early childhood experiences must be available to those children who are at risk. As intervention needs to involve the family, they suggest that searching must continue for effective ways to enhance parents' role in fostering children's growth, but that the emphasis must be placed on creating high-quality classrooms.

"High-quality" in this context means assurance that children acquire "language skills, attitudes toward books and literacy, and knowledge about print that are needed for success in the early grades", as these skills are implicit in long-term literacy success. They are usually described as "structural variables", (including teacher training and teacher-student ratios), or "process variables" (access to varied materials, teacher-student relationships that are close and also exhibit engagement).

After reporting the levels of quality that can be found in early childhood classrooms, the authors review efforts to improve quality. They report that the Literacy Environment Enrichment Program (LEEP), a course one of the authors developed for teachers and their supervisors, significantly affected children's phonemic awareness and print knowledge. As teachers are the agents of change to boost children's literacy and to assist parents' use of effective practices, they need to access professional development that will help them define their own pedagogy. The lack of literacy-focused professional development limits the capacity of teachers to engage the families.

This chapter is of interest to anyone involved in early literacy practice or program development as well as those who are concerned with the professional development of early childhood teachers.

Cross-Reference:

- Section A Interactive Literacy
- Section C Program Descriptions and Models
- Section D Curriculum and Instruction
- Section F Assessment and Evaluation
- Section J Parent Involvement

indicates that the article is a research study

Dimidjian, V.J. (2001). Helping vulnerable families give their children an even start toward school success: One rural community's efforts. *Childhood Education* 77(6). 379-385. (ERIC Journals in Education Reproduction Service No. EJ641768)

The author describes results of an ethnographic case study of a family literacy program in rural southwest Florida serving seasonal migrant workers and a growing permanent population. Although the methodology wasn't as rigorous as that employed by DeBruin-Parecki, Paris & Seidenberg (1996) in Michigan or Tice (2000) in Ohio, it continues to build a rich understanding, based on personal observations and interviews, of the reasons for success of a rural program despite added complexities of multi-cultural, transitory clients. Excellent leadership and a multi-ethnic staff with strong community bonds that "tries to help the families obtain services beyond those provided in the program ... [makes the program] a linchpin of social stability in the ever-changing Immokalee community." Many staff members were formerly program students and can empathize with new families' struggles and provide targeted and compassionate assistance. The article is highly descriptive, but because data analysis is not explained, it is difficult to readily accept the loosely reported outcome statistics cited by the author. Having said that, the program does appear to be making progress with individual families in a number of areas. Similar to Tice (2000), Dimidjian found that collaboration between organizations is possible when communities mobilize around a common goal and persevere to serve families in need of assistance.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

##Elias, G., Hay, I., Homel, R., & Freiberg, K. (2006). Enhancing parent-child book reading in a disadvantaged community. *Australian Journal of Early Childhood*, 31(1), 20-25.

This study investigates the effects of a parent-child dialogic reading program on the parents' frequency of reading with their preschool-age children, their eagerness to participate in school activities, and the preschoolers' reading abilities. Dialogic reading involves caretakers reading *with* rather than *to* their children or simply correcting their child's reading. The sample was drawn from an Australian community with high levels social and economic disadvantage (e.g., income, educational attainment, single parent families, and unemployment). The study investigated the effectiveness of the parent-child dialogic reading program developed to meet the perceived needs of the parents and children in this community. Through socially and culturally relevant reading materials, the research aimed to encourage parents and children to engage in shared book

indicates that the article is a research study

experiences and to convince parents that they could contribute to their children's formal education in meaningful ways. The study presents suggestions for involving parents who feel threatened by the school's middle-class values and for drawing on students' native language.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

Section J: Parent Involvement

##Elish-Piper, L. (2000). An analysis of the social-contextual responsiveness of adult education in urban family literacy programs: Trends, obstacles, and solutions. *Reading Research and Instruction*, 39 (3) 184-200.

This article discusses the findings of a study which examined the responsiveness of adult education in urban literacy programs in the Midwest. After collecting data from 67 family literacy programs the researcher was able to identify trends and describe them based on two research questions:

1. Do adult education classes in urban family literacy programs incorporate the strengths, needs, and goals of participating families into programs? If so, how?
2. If adult education classes in urban family literacy programs do not incorporate the strengths, needs, and goals of participating families into programs, what obstacles prevent them from doing so?

Findings reveal that the programs were not incorporating the strengths, needs, and goals of participants. Rather they were identifying the obstacles that prevented them from incorporating these aspects into the programs. This study attempts to identify some of the trends in conflicts between what family literacy programs say they do and what they actually do in practice. For example, programs have family-centered philosophies, but few programs were found to incorporate families in the design and development of curriculum. In addition she highlights obstacles specifically to a social-contextual approach to family literacy. For example, based on funding agency requirements there was an emphasis on obtaining the GED quickly, regardless of what the participants goals were; and limited teacher involvement existed in terms of decision-making, this is recognized through the lack of teacher involvement in activities such as grant writing and program development, but the teachers are expected to implement them.

indicates that the article is a research study

Elish-Piper concludes with suggestions on how to move the field forward and presents a clear message to researchers and theorists. She claims that it is partially their responsibility to “examine the audiences for their work.” As a result she argues that avenues need to be created to get the research to the practitioners. Her final point is that only through the connection of theory and practice can one expect to observe a social-contextual approach to family literacy.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

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 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

indicates that the article is a research study

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

Frazier, N. (1999). What we've learned in the GTE Family Literacy & Technology Project. *Literacy Practitioner*, 5(2).

In this article, findings relating to family members using technology to build and improve literacy as a family are discussed. Frazier summarizes findings reported by family literacy providers involved in this project:

- It's okay for adults to use software designed for kids
- Use interactive software
- Modify mouse pads and keyboards to include larger pad areas and keys, and lowercase letters
- Use headphones instead of speakers
- Encourage parents and children to use the Internet
- Use qualified volunteers to help work with adults and children.

Cross-Reference:

Section C: Program Descriptions and Models

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section D: Curriculum and Instruction

Fuligni, A.S. & Brooks-Gunn, J. (2004). Early childhood intervention in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family literacy* (pp. 117-136). Mahwah, NJ: Lawrence Erlbaum.

This chapter summarizes research supporting early intervention for those children, from birth to age seven, who are economically disadvantaged, with focus on research relevant to family literacy. The overview includes types of intervention, research base for intervention and any implications for family literacy.

Research suggests that children from low income backgrounds do make gains – including reduction of delinquency and behavior problems. As research results support early intervention, the implications for supporting family literacy are positive. If young children and their families are involved in intensive programs of high quality, the effects are stronger than if the children alone are involved.

The authors stress that most research has studied the cognitive outcomes for preschoolers in specific environments. They suggest that the social, emotional and behavioral outcomes are equally of importance, as are the effects on children of other ages.

Ten recommendations for practice and implementation, and seven for evaluation studies are listed in detail at the end of this article before the extensive reference section. This information would be of value to anyone wanting access to a broad survey of research available within one document.

Cross-Reference:

Section A: Interactive Literacy

Section C: Program Description and Models

Section F: Assessment and Evaluation

Section H: Government Policy

Section J: Parent Involvement

Gadsden, V. (2004). Family literacy and culture. In B. H. Wasik (Ed.), *Handbook of Family Literacy* (pp. 401-425). Mahwah, NJ: Lawrence Erlbaum Associates.

This chapter focuses on the recent rapid growth of family literacy programs and issues that need to be developed to better support the theory behind the field. Gadsden reviews components of family literacy programs, highlights four strands of research in the field, and provides an insightful discussion on the definition of culture, and how that applies to the changing field of family literacy. Two main issues surface: 1) family literacy (i.e. What is family literacy? How do we define family literacy?); and, 2) culture, (i.e. What is meant by “culture”? What are the different aspects of culture? How do culture and literacy influence each other?).

indicates that the article is a research study

This chapter should be read by anyone whose work touches the field of family literacy. It provides an excellent overview of family literacy, concrete program examples, questions that need to be considered in program development, a discussion of the intertwining of literacy and culture, and insights into how culture affects the lives of learners and practitioners.

Gadsden writes that everyone has a literacy component to their lives. It is a more difficult matter of finding what those notions of literacy are and how they are embedded in the participants' and the educator's social context. Literacy extends well beyond reading and writing; it is, in fact, a series of "problem solving abilities" (pg 420) bound in cultural context. Culture has many more parts to it than just ethnicity; social class, values, gender, religion, race, history, members in the family, and intra-ethnic relations are some of the main components. There is a need for educators to take the inquiry approach to teaching; the teacher and learner engage in reciprocal teaching and learning.

Gadsden identifies four strands of research: 1) descriptions of diverse populations; 2) family literacy that develops mainstream expectations; 3) rethinking the "uniformity of approach" idea; and, 4) how family and culture create literacy learning and how that framework relates to the world. There is a call for additional well-defined research that looks at the inter-play of culture and literacy. Additionally, developing tools that measure or identify the impact a family literacy program has on children's school performance is needed.

Cross-Reference:

Section G: Culture & Context

Section B: Parenting Education

Section C: Program Description & Models

Section D: Curriculum & Instruction

Gamse, B. C., Conger, D., Elson, D. & McCarthy, M. (1997). *Follow-up study of families in the Even Start In-depth Study*. Final report. Cambridge, MA: Abt Associates, Inc.

This report discusses the findings of a study designed to follow-up the children of families studied in the original In-Depth Study (IDS) done in the first National Even Start Evaluation. In the IDS, families from five sites were randomly assigned to either Even Start programs or a comparison group. For the follow-up study, data was collected on 128 of the 179 children (72 percent) included in the random assignment group of the IDS. The majority of the children in the follow-up study were in the first or second grade. Data was collected from school records and included attendance rates, grades and achievement

indicates that the article is a research study

tests. In addition, information was obtained from school staff on school-level policies. The authors report that the school environments attended by both the intervention and comparison groups were relatively homogenous. There were no significant differences between the Even Start and comparison group for level of participation in special programs. There was great variation in the type of achievement tests given as well as the purpose of administering the test. However, when children were given the same test, no significant differences were found. No grade differences were found between the two groups when controlling for a number of child and family variables. While the average rate of participation did not differ for children in Even Start and the comparison group, the average tardy rate was significantly less for the Even Start children. The authors conclude by explaining that these findings are not surprising, because programs demonstrating significant effects used a wider variety of measures and had a longer duration between completion of the program and follow-up studies. They suggest that with a longer interval and more comprehensive measures, "meaningful differences" may emerge.

Cross-Reference:

Section C: Program Descriptions and Models

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

Genisio, M., & Drecktrah, M. (1999). Emergent literacy in an early childhood classroom: Center learning to support the child with special needs. *Early Childhood Education Journal*, 26(4), 225-231.

Genisio and Drecktrah state “Choice, engagement, experimentation, risk taking, opportunity to see and use print, and hear and use language, are all closely linked early childhood education components related to emergent literacy development in the young child... The child with special needs requires scaffolding crafted to empower the child to progress towards personal literacy fulfillment” (p. 225). The authors say that center learning is a way to offer an environment conducive to scaffolding. A list of special needs and suggestions for teachers are provided in the article.

The authors describe how different centers in classroom “can enhance interactive language, story response, art, reading and writing-like behavior, collaboration, buddy activity, and independence” (p. 225). They believe that all of these areas of development are empowering and related to emergent literacy development.

Examples of different centers and suggestions for activities and adaptations are included in the article. Possible centers include: an ABC center; a sequencing center; a shared reading center; a library center; a read the room center; and an overhead projector corner.

The authors conclude by expressing a need to engage special needs children in “activities that enhance the natural progression of emergent literacy... Emergent literacy early childhood classrooms with center activity support the child with special needs by providing a variety of literacy-related opportunities that build on strength” (p. 230).

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Green, S. (2003). Involving Fathers in Family Literacy: Outcomes and Insights from the Fathers Reading Every Day Program. *Family Literacy Forum* 2(2), 34-40.

This article first gives shape to the trends, benefits and challenges of father* involvement in their children’s school career. The author then describes the Fathers Reading Everyday Program (FRED). This article would be useful to those interested in a father-child based literacy programs; of particular interest are the insights provided for new programs or suggestions for changes to existing programs.

FRED is a four week self-guided program in which participants read with their child 15 minutes per day for the first two weeks, 30 minutes the next two weeks. This time is logged in a reading log. The program goals are to increase the father’s involvement in his child’s literacy development and to improve the quality of father-child relationships, thereby increasing the child’s opportunity of achieving academic success and self esteem.

The program commenced with a kick-off event where 123 fathers of young children in early childhood programs and elementary schools enrolled. The event included a research based presentation on parental involvement and the importance of the father’s role. Each participant receives a Father’s Guide. Upon completion, there is a final family event to celebrate completion.

A pre- and post-questionnaire (self report) was used for program evaluation. More than fifty percent of fathers reported that the program helped them to read to their child every day, increased the amount and quality of time spent with their child, increased their satisfaction as a parent and improved their relationship with their child.

*father in this article refers to fathers, father-figures, and male caregivers. (pg. 34)

Cross-Reference:

Section B: Parenting Education

Section C: Program Description & Models

Section D: Curriculum & Instruction

Section J: Parent Involvement

indicates that the article is a research study

Greenberg, D., Rodrigo, V., Berry, A., Brinck, T., & Joseph, H. (Summer 2006).
“Implementation of an Extensive Reading Program with Adult Learners.” *Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educational Planning*, 16 (2), 81-97.

This study looks at the influence of motivation on the adult learner’s reading ability. Because many adult learners had had negative experiences with reading as children, Greenberg *et al.* stress the importance of making reading more pleasurable for these students. The researchers propose the use of an “extensive reading program” with adult learners, as the goals of these programs—pleasure and general comprehension—are what these students need if they are to achieve. The study involved 27 adults whose reading levels were between third and fifth-grade. While students generally expressed enthusiasm about the program, significant reading gains were only found in fluency and expressive vocabulary.

Cross-reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Grinder, E. L., Sáenz E. L., Askov E. N., & Aldemir J. (2005) What’s happening during the parent-child interactive literacy component of family literacy programs? *Family Literacy Forum*, 4 (1), 12-18.

In compliance with federal legislation that requires that Even Start programs use instructional programs that are based on research, this study aims to provide a prerequisite step in identifying “high quality” practices in interactive literacy experiences. It considers the process that occurs during the parent-child interactive literacy component in family literacy programs across Pennsylvania.

Through phone interview questionnaires with sites that previous research had identified as meeting the majority of the Family Literacy Performance Standards required by the state, the researchers were able to gain insight into key aspects of parent-child interactive literacy relating to purpose, sources of information used to develop/plan activities, ways staff plan and prepare, and assessment. The study showed that these programs stress the importance of parent-child interactive literacy time as a means of helping parents become accustomed to promoting their children’s literacy. Despite this goal, most do not use scientifically-based research to inform their development or planning. Collaboration is crucial for all four family literacy components to be used appropriately and effectively. Assessment of these programs tends to be informal. The ones that are most successful use activities that reflect parents’ and children’s needs and goals, implement the activities, and debrief parents after the event. The information

indicates that the article is a research study

Grinder, et al, provide is invaluable as a starting point for researchers who plan to do further studies in this area and as a guide for program developers as they work to find “best practices” for their own programs.

Cross-reference:

Section A: PACT (Parent & Child Together) Time

Section C: Program Description/Models

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

Griswold, K. & Ullman, C.M. (1997). *Not a one-way street: The power of reciprocity in family literacy programs*. CUNY, Bronx. Lehman College Institute for Literacy Studies. ERIC document ED413420.

This report describes the Family Literacy Involvement Through Education (FLITE) program, based on a partnership between a public school in the Bronx and the City University of New York. The success of the program was attributed to the following:

- Employing women from the community as family workers
- Extended opportunities for examining real-life issues and questions
- Comprehensiveness and flexibility
- Reflecting the diversity of participant observations
- The responsiveness and fluidity of staff development

Program development rational and case studies provide the bulk of evidence for why this program was successful and promotes the use of their techniques as applicable for other learners when adapted for their needs and strengths.

There were five main components to the program:

1. Home visits- these visits created a bridge between the home and the programs school-based parenting workshops. This was an original component of the program.
2. Parenting workshops- weekly two hour workshops in English and Spanish; it’s a place where parents can come to discuss with each other the trials and tribulations of raising children as well as the “how to’s” of accessing of educational and social institutions for parents who are new to the U.S.; the create a literacy context where parents can share and discuss their experiences and are given the tools in which to engage in critical discourse.
3. Staff development- Similar to the home visits and parenting workshops, these sessions evolve around staff questions and observations about their work. These sessions developed the family worker’s literacy skills as well, by mirroring activities that they would use with their families (dialogue journals, etc.) they began to understand themselves as readers and writers too; the workers were able

- to find meaning in thought, action, and product; family workers were comprised of women from the community.
4. The preschool classroom- this was designed to do two things: 1. Provide the necessary free-time for the parents to attend adult education classes and 2. For FLITE staff to observe and interact with the children in another context, while introducing more learning experiences in a group setting to the children; it supports children's emergent literacy skills.
 5. Adult education classes- These classes provide a forum for participants to exchange ideas on issues of critical importance, while continuing to develop their skills in discussion, reading, and writing; it helped forge linkages among literacy, learning, and their lives.

Findings:

- As time passed FLITE staff realized that adult education was an even more critical part of a family literacy effort than they had first imagined.
- It benefits children by reshaping relationships between mother and child.
- Multiple points of entry provide the ability to meet the variety of needs that students have entering a program and thereby continuing down the path of social-contextual curriculum development

Cross-Reference:

Section C: Program Descriptions and Models

Section F: Assessment and Evaluation

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

indicates that the article is a research study

Hannon, P. (1998, May). *Family literacy in a balanced early childhood program*. Paper presented at the Annual Meeting of the International Reading Association, Orlando, FL.

The difficult challenges faced by early literacy educators derive from many factors. These include: instability and change in school cultures and funding; the increasing pressure to raise literacy standards; top-down curriculum change; the impact of information and communications technology; and persistent inequalities in children's access to the curriculum and achievement associated with poverty, class, race, and gender.

The author states that much of "children's literacy learning takes place outside the classroom – in families, homes, neighborhoods" (pg. 2). The current attitude is that schools can make a difference, but the author challenges that pre-school and out-of-school factors are hugely important. Parental exclusion is no longer acceptable or best practice. Research attests that early literacy programs involving parents are more effective than those that do not. The suggestion from this paper is that we find ways to work with families that achieve a balance between school and family learning, that maximize the continuity from family to school, and that build on family learning and not dismiss it. The result of this type of program philosophy is that children achieve more and in some cases parents do as well.

First, the definition of "family literacy" needs to be broadened because, although useful, it is restricted only to programs with an adult education component. The author argues that parents can be involved without themselves being students. Second, the concepts of literacy learning and teaching need to be further expanded. Not everything that is learned needs to be taught. Teaching needs to be defined in terms of a spectrum – 'instruction' at one end and 'facilitation' at the other. Both are important, but in terms of family literacy we need to be careful that we do not turn parents into instructors when they can be more successful as facilitators. Third, a focus needs to be on children's learning – school learning or home learning. Both types of learning are important and the subject of good practice, but the challenge lies in influencing children's home learning. Finally, a framework is necessary for understanding the nature of families' facilitation of children's literacy learning.

In conclusion the author introduces ORIM (Opportunities, Recognition, Interaction, Model). These are the guiding principles by which families support children's literacy development. The author also introduces 'strands' (environmental print, book sharing, early writing, oral language). These strands are not concrete and can be expanded depending on the needs of the program and the child. Regardless of the number and types of strands, the parent should always provide Opportunity, Recognize achievement,

Interact with the child, and act as a Model. The ORIM model is about increasing parents' choices and awareness of what power they have.

Cross-Reference:

Section C: Program Descriptions and Models

Section J: Parent Involvement

Harry, B. (1996, January). *Family literacy programs: Creating a fit with families of children with disabilities*. 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/create.html>

This paper explores how family literacy program providers, or “interventionists,” can design programs that do not put additional stress on the already challenge-filled lives of families with children with special needs. However, the author clearly states that “it should not be assumed that families of children with disabilities necessarily see the challenges presented by their children as problems” (pg. 1).

First, this paper identifies factors that can help determine how stressful a child's disability will be to a family. These factors include:

- Parental traits
- The nature of the child's exceptionality
- Care-giving demands of the child
- Internal social supports
- External social supports
- Financial resources
- Family constellation and relationships

Recent research has also indicated that service providers and programs are a source of stress to families, regardless of the program's good intentions. This paper then asks, “how can interventionists design programs that will not add to the challenges faced by the family, nor disrupt the adaptive process already established by the family” (pg. 2)? A greater effort needs to be made to describe these families which would then initiate more qualitative research to build a larger and better “descriptive base.” The author also suggests that we need to broaden our views about families that “do not belong to the dominant cultural groups in the society... minority groups” (pg. 2).

Second, the author discusses how to develop programs that fit with the adaptations that families have already made to the child's disability. The author stresses that the intervention should help and not hinder the family and it should respect and build on the families' beliefs regarding literacy. The author encourages providers and researchers to

indicates that the article is a research study

perform a needs assessment on the family before attempting to design an intervention program. Planning should begin by “gaining a detailed picture of the family’s daily life” (pg. 2).

Third, the author points out the importance of creating programs that match the beliefs and practices of families have about literacy. Recent research suggests that parental education and socio-economic level are stronger indicators of literacy beliefs and practices than ethnicity or culture. The author proposes that we meet parents at their “zones of proximal development” and add to their skills, as appropriate. This approach challenges the current practice of training parents in the desired intervention and instead, supports adapting the programs to the skills and beliefs of the family.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

Hayes, A. E. (nd). *A rationale for comprehensive family literacy services: Theoretical and philosophical foundations and a summary of findings from follow-up studies*. Wilmington, NC: University of North Carolina, Watson School of Education.

One goal of evaluating family literacy programs is to analyze both the long- and short-term effectiveness of programs. Many evaluations (national, state, and local) have been performed on family literacy programs. Hayes’ report is a review of previous evaluations and literature, as well as, a summary of his research findings from family literacy programs.

The National Center for Family Literacy evaluated high quality, comprehensive family literacy programs and found that programs have had a significant impact on participants. However, National Even Start evaluations have uncovered mixed results of the effectiveness of family literacy strategies. Hayes states in his report that the strategies are not ineffective, but rather how these strategies are implemented. When programs implement family literacy models effectively and family participation is sustained, family goals are met and long-term effects achieved.

Hayes also proposes a model that describes a “system of influences” on children’s future, which is connected to the family literacy models. The “system of influences” is both social and personal and ranges from the family structure and environment to literacy development and formal education. Hayes offers the Kenan Family Literacy Model Program as an example of a comprehensive family literacy program. Hayes uses the Kenan Family Literacy Model in the paper to demonstrate how the “system of influences” operates in a family literacy program.

Hayes suggests that for family literacy programs to be successful, they should evaluate how they implement their model of instruction. Hayes also suggests that program models should reflect legislative policies. Programs should build a family literacy model that suits the needs of the target population and is successful in creating both short- and long-term positive effects.

Cross-Reference:

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

Section C: Program Descriptions and Models

Henderson, B. (2000). Home reading: The key to proficiency. *Principal*, 80(1), 46-48.

Henderson provides an overview of efforts incorporated over a ten-year period at an elementary school to encourage parents and children to read together at home. As a response to low achievement scores, a Boston area elementary school devised a plan to improve reading abilities. The strategies of the plan included more time teaching reading, improving instruction quality, acquire more books, provide more support for students not reading at grade level, and encourage students to spend more time reading out of school. This article lists five efforts initiated by the school and the results.

Effort #1: The Contest Approach

- Some students read more books
- Poorer readers gave up when they felt they couldn't keep up
- Some students figured out to read shorter books
- Student's reading habits did not really change.

Effort #2: Reading Materials

- Provide access to more books in libraries and classrooms
- Take students to neighborhood libraries and get them cards
- Give students free books -Set up a swap cart for books and magazines
- There was more reading access but "still far too many students who were not reading regularly at home."

Effort #3: The Reading Contract

- Contract involved all students reading or being read to at least four days a week: K-2 for 15 minutes and 3-5 for 20 minutes
- First year results showed 50 percent of the students participated at least 75 percent of the time and most of these students showed steady growth in reading performance
- 50 percent were not reading regularly at home. Many of these students were not performing at grade level and had potential for reading problems. Almost all of

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these students lived with families who qualified for free or reduced lunch or had special needs

- Parent workshops were then offered but were mostly attended by parents of those students who were reading regularly

Effort #4: The Literacy Show

- A literacy show performed by children emphasized the principal's message that children's future academic progress depended on whether and how much children read at home
- Emphasis that reading is fun and important was integrated into school culture

Effort #5: Reaching Out

- A group of trained parents visited the homes of new students with a message about the importance of reading at home, present a book, and discuss strategies for fulfilling reading contracts
- Volunteers began calling and visiting homes of non-participating children. Peers were usually received in the homes
- Reading contract grades were added to report cards

Further efforts and results:

- After a few year of implementation, participation increased to 85 percent.
- A pizza party was held for families of 35 non-participating students. At this party, parents had a frank discussion of the challenges of participation. Parent leaders facilitated the discussion and offered suggestions. ESL parents were encouraged to read in their own language
- By the middle of the 1999-2000 school year, 95 percent of the students participate
- Achievement test scores have shown steady improvement as a result of this program, additional instruction time, extensive staff development, adoption of best practices, and tutoring
- "Research shows that the most important element in improving reading is extensive practice."

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Hill, M. H. (1998). Teen fathers learn the power of literacy for their children. *Journal of Adolescent & Adult Literacy*, 42(3), 196-202.

Hill describes how 25 teens in a juvenile facility began to learn coping strategies and how to change their lives through literacy. The author states that the juvenile justice system is basically punitive instead of rehabilitative and “for juvenile crime offenders with weak language skills, the hope for rehabilitation and a promising means of livelihood are rarely realized” (p. 197). In the group of 25 teens analyzed for this article, over 50 percent were fathers and 60 percent were bilingual student with English reading skills ranging from primer to high school levels. The teachers in the group felt that “learning of reading, writing, listening, and speaking in the bilingual classroom must be meaning based, contextualized, and allow for levels and variations of literacy growth” (p. 198). The goal of the project was to increase literacy abilities and develop ways for fathers to take language development skills home to their children.

The teachers in the article used a whole language approach that focused on the “development of story narration and universal truths: being scared or bullied and experiencing anxious and embarrassing moments” (p. 199). The teachers chose literature to use that reflected these themes. They found that the teens identified with story characters and were able to link them to their personal experiences. The students were encouraged to develop their own stories. The teachers found that there was importance in relating oral and written work. They also found that:

- Students must see themselves as users of literacy skills before they can take those skills to their children
- Developing English skills requires modeling and support
- The chosen themes elicited deep feelings and strong connections for the students
- Oral development was vital for all other literacy connections
- Reading, writing, speaking, and listening interaction within a social context provided a platform for language growth, development, and reflection.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

##Hutchison, K. (2000, May 12). *Reframing mothers in family literacy*. Paper presented at the 2000 Australian Association for Research in Education. Abstract retrieved January 12, 2005, from <http://www.aare.edu.au/00pap/hut00304.htm>

In this article Hutchinson approaches the subject of family literacy with a feminist lens developing an analysis of programs which draws on critical literacy to reposition mothers

indicates that the article is a research study

as “researchers of language and ethnographers of literacy practices within their families” (p.1). This article is only a small part of the research of this qualitative study. It takes place in Australia and consisted of 11 women and one man (who left due to illness) with diverse educational (between 9 and 11 years of schooling) and work histories prior their becoming parents.

Hutchinson began the study by developing research activities which were then to be conducted by the program’s participants investigating their children’s literacy development in the home. Once this was accomplished, the participants would then share and collaboratively analyze their anecdotes within the program. During the analyses in class other students’ comments demonstrated the multiple readings of one student’s writing. Through this they were able to make connections to their own lives and those of others in the classroom.

Findings reveal that women in this study carried out the majority of literacy activities within their families, yet the mothers themselves did not see this. Through the interpretations of the participant’s texts—often humorous in nature—“perceived personal inadequacies, such as *laziness*, could be viewed as cultural manifestations of patriarchal and sexist ideologies of motherhood, rather than personal failure” (p. 7). These conversations set around student writings/anecdotes created a space where women could reposition and reconceptualize themselves as mothers and literacy workers within their own families. Hutchinson concludes the article with a commentary suggesting a shift in the practice of family literacy in order to create an environment which takes into account the true needs of parent learners.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Imel, S. (1999). Using technologies effectively in adult and vocational education.
Literacy Practitioner, 5(2).

In this article, Imel presents information and offers guidelines relative to using technology in adult and vocational education.

Observations about technology:

- Technology permeates our society.
- Technology can support and enhance instruction.
- Positive effects attributed to technology use in education apply only when used appropriately.

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Considerations:

- “Technology does not determine learning outcomes, and it does not teach students.”
- Technology can expand choices that determine learning outcomes and manage the teaching/learning process.
- Technology can provide opportunities for learner-centered instruction, lead to more active and interactive instruction, and result in collaboration, cooperation, and small group work.

Guidelines:

- Let learning outcomes drive the process of technology choice.
- Strive to infuse and/or integrate technology into the instruction.
- Use technology to shift the emphasis in teaching and learning from teacher to learner.
- Be prepared to modify the role of the instructor.
- Use technology to move the focus away from low-level cognitive tasks to higher-order thinking skills.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Imel, S., & Wagner, J. (1998). *The Internet as an Instructional Tool in Family Literacy Programs*. Chicago, IL: Proceedings of the Families, Technology, and Education Conference. (ERIC Document Reproduction Service No. ED425005)

This article discusses how the Internet can be used in adult and family literacy programs. The authors relate four models of technology instruction. The first model focuses on teaching students about technology or a certain computer application, but sometimes fails to make explicit its utility. A second model is when technology is used as a delivery method to learn a set of skills. A third model uses software programs in conjunction with traditional instruction. The final model mentioned is when technology becomes the instructional tool. The authors state that the Internet, as well as other technology, can be used as a tool to support instruction. One drawback to technology can be expensive. Technology can be effectively used in adult literacy programs if it takes into consideration basic adult learning characteristics including the need to be learner centered, focus on problem solving, be contextualized, be embedded in content and context, and actively engage the learner.

indicates that the article is a research study

Cross-Reference:

Section C: Program Descriptions and Models

Jacobs, K. (2004). Parent and child together time. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 193-212). Mahwah, NJ: Lawrence Erlbaum.

Interactive Literacy/Parent and Child Together (PACT) time is what makes family literacy programming unique; it symbolically represents the concept of learning as a team effort with the adult taking the lead. The acronym PACT has dual meaning in this context as a pact is a promise. Jacobs presents the developmental history for this intergenerational activity component within family literacy and discusses application in preschool settings. The challenges for implementation, delivery and design are addressed. The chapter concludes by stressing the necessity to measure outcomes for both programs and families.

Interaction between parent and child needs to be natural vs. artificial if it is to be meaningful which requires time. Coordination between home and school should occur; PACT time allows for these two separate and distinct environments to overlap. Within the school environment, parents receive support and learn new skills and techniques for their interactions with their own children.

PACT time allows for 1) intergenerational transfer between parent and child, 2) building on topics addressed in parenting education, 3) classroom environment conducive to learning, 4) a sequence of events that can be routine yet flexible, 5) both child-initiated and adult-initiated activities, 6) preparation, guidance and reflection (referred to as plan-do-review), 7) guidance from staff who support and model best practices, 8) transference of knowledge and skills, and 9) time for integration of the entire program experience.

Different contexts for PACT application are reviewed, including Even Start, Head Start, school-age, infant and toddler, welfare reform/working parents, and home based applications. Goals are listed and categorized as either short-term or long-term; evaluations from three programs are reviewed.

Finally, it is concluded that PACT can happen in any environment in the home, school or community. What is practiced within the family literacy program can be applied in any family life situation. If family literacy programs can design PACT experiences that have a language and literacy base, then families can experience parent-child interactions that are meaningful—the definition of success. The chapter is useful to planners, practitioners, evaluators, and researchers.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Description and Models

##Janes, H., & Kermani, H. (2001). Caregivers' story reading to young children in family literacy programs: Pleasure or punishment? *Journal of Adolescent & Adult Literacy*, 44(5), 458-466.

This article discusses the findings of a three-year family literacy project in southern California. The project evolved from a researcher-oriented one with a 70% drop-out rate to one with learner-oriented objectives with a 100% retention rate. In the initial program, the researchers trained caregivers from low-income families (most of whom were recent immigrants from rural Mexico and Central America) how to read storybooks to young children in an interactive way using higher order thinking questions. This form of literacy experience became a "punishment" to the caregivers who had an average of fourth-grade level schooling and also to the children.

In order for the literacy process to become a "pleasure" experience, the researchers relinquished their control and provided opportunities for the caregivers to create their own texts that they, in turn, shared with children. Differences were found, not only in retention of participants, in performance mode of reading, pride in the text, and shared positive-affect values. Caregivers were then able to "concentrate on refining those aspects of oral presentation that were important to them, such as dramatization and bidirectionality (requesting and encouraging feedback from the listener), instead of on the chores of text decoding and comprehension" (p.463).

"Recognition of this cultural reality entailed a reshaping of instructional goals... The literacy providers learned to re-emphasize the caregivers' castigo-burdened role as students and teachers of school-based literacy and to support their self-expression as transmitters of literacy... The kind of literacy demonstrated here does not constitute ignorance or any other deficit that necessitates training, cure, or compensation... If child-rearing practices work for individual groups, they will be (and should indeed be) hard to change. A more appropriate response for educators and practitioners involved in literacy projects is simply respeto-respect" (p.464).

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

indicates that the article is a research study

##Jordan, G. E., Snow, C. E., & Porshe, M.V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 35(4), 524-546.

This article reports on the effects of an intervention program, Project EASE. The project is designed to give parents a theoretical understanding of how to help children as well as give them knowledge of scaffolded practices to facilitate their children's literacy development. The program provides specific support for children's oral language development. It focuses on vocabulary, narratives, and exposition. The program was designed incorporating principles derived from research on predictors of reading outcomes and in consultation with parenting educators.

The research findings from this intervention are clustered in three areas. The first set of findings indicates that literacy development is the result of varied developmental pathways, rather than a single construct. These domains are (a) decoding and (b) language comprehension. When children enter school these domains correspond with (a) skills in letter recognition, environmental print knowledge, and phonological awareness; and (b) language skills. The second set of research findings reveals the commanding influence that family contributions have on children's pre-literacy accomplishments. Children that come from homes where parents model literacy behaviors, support literacy development, and use language to prepare children for classroom discourse have an easier time with school literacy. Finally, the third set of findings point to the role storybook reading has on children's literacy development. Because controversy about storybook reading's impact is due to its frequency or its quality, Project EASE has addressed both areas. The frequency of parental book-reading was increased at the same time that the quality of the talk engaged in during the activity was improved.

The kindergarten children that participated in this intervention showed the greatest gains in language skills. This was expected being that Project EASE's main focus is language. Second, the amount of participation was directly related to the effect-size observed. Third, children scoring the lowest on the pre-test showed the greatest gains after the intervention. The high level of retention and attendance by parents in this project indicate that parents like the way they were invited to participate in their children's school preparation. The parents served in a more engaged role rather than simply serving as an audience to the training.

Although the intervention has proven to be effective, some limitations were still present. Because actual observation of parents engaged in the activities they were trained for are not available, it is difficult to determine precisely what key aspects of the interaction generated the gains. Secondly, the relative costs and benefits of the intervention are not

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addressed by the study. Despite these limitations, the study has shown that parents welcome invitations to participate in their children's school success and parental efforts do indeed result in children's improved language and language analysis skills. Finally, vocabulary knowledge, story comprehension, and story sequencing are the language skills that most strongly relate to literacy accomplishments.

Cross-Reference:

Section C: Program Descriptions/Models

Section D: Curriculum and Instruction

Kamber, M. & Tan, N. (2003). Reflecting Culture in Reflective Practice: How Literacy Professionals Improve Family Outcomes by Learning across Cultures. *Family Literacy Forum*, 2(2), 5-11.

This article provides a description of the development and implementation of the Sunset Park Even Start Literacy Partnership (located at PS 314). It grew out of evidence that the ESOL program was not adequately meeting the needs of its participants **AND** the participants' concerns over not being able to help their children be successful in school. This article is most useful to family literacy practitioners.

The program: Specifics of the actual program are not given in this article.

Goals of the program: "To develop a comprehensive program that guides families in a cross-cultural journey by engaging them in an authentic learning partnership with program staff who reflect their linguistic and cultural background." (p.5)

Participants: The program works intensively with 40 immigrant families each year. Latino and Asian families are equally represented. Families live below the federal poverty level, have low literacy levels in their native countries, all have children under the age of 5 and 25 percent generally have children with special needs.

Innovative Features of the Program:

- Staff and Families in an Authentic Learning Partnership
- Staff as Cultural Interpreters
- Reflective Staff Development
- Reflective Practice

Outcomes:

Staff:

- learned to collaborate with other agencies in order to provide comprehensive services
- questioned their own cultural beliefs
- explored and implemented best practices
- reported a greater sense of confidence in working with parents

indicates that the article is a research study

Parents:

- high retention
- educational progress
- improved employment status
- noticeable involvement at children's school and education
- improvement on Even Start children's attendance and standardized scores (100% of pre-K – grade 3 reading on grade level)
- reported being more participative, able and confident as parents
- better able to seek support in the community at large

Cross-Reference:

Section B: Parenting Education

Section C: Program Description & Models

Section G: Culture & Context

Kerka, S. (1991). *Family and Intergenerational Literacy* (ERIC Digest No. 111). (ERIC Document Reproduction Service No. ED334467)

“Teach the parent, reach the child.” This is the theory behind family and intergenerational literacy programs. The difference in family literacy programs is the focus on the parent and child. Intergenerational programs involve other family members, neighbors, guardians, and adult volunteers as well as parents and children. The concept of family and intergenerational literacy can be theoretically justified, but research evidence is slow to emerge. This digest outlines the different types and characteristics of literacy programs, as well as the issues surrounding each program.

This digest reviews four types of literacy programs. The types involve the approach that the program takes to literacy. First, there is a direct adult-direct children approach. This type is the most highly structured and it involves intense instruction, although there is a high amount of interaction between parent and child. An example of this type of approach is the PACE (Parent and Child Education) program. A second approach is an indirect adult-indirect children approach. This type is voluntary and it requires a short-term commitment and a less formal learning atmosphere. Skills are not directly taught in this type. An example of this is the library storytelling programs. The third type is a direct adult-indirect children approach. The theory behind this approach is that if the adults are coached on how to do a skill, then the child will reap the benefits by participating in activities with the adult. This type could include seminars, workshops, and instruction for adults. The last type is the indirect adult-direct children approach. Children directly receive instruction on reading skills during school, in after-school programs, or preschool. Parents may be involved in workshops and other events. A specific example of this approach is the Running Start program, which is offered by Chrysler plants. This program targets first graders who are learning to read. The students participate in reading contests, while the parents are given tips on helping their children read at home.

indicates that the article is a research study

Literacy programs need research to support them. Studies show that children's achievement and motivation are linked to family characteristics such as morals, values, standards, and attitudes towards education. These findings support a holistic approach to teaching rather than separating by skills. This digest also raises some questions for further study including whether or not the replication of the program model would produce similar effects. Other issues exist that can affect the design of the program including the definition of literacy, type of literacy, and locus for change. This digest provides many definitions for literacy including measurable skills, tools, school-like activities, or construction of meaning. The definition that a program subscribes to affects the curriculum that is developed.

This digest is a useful tool for practitioners because it provides definitions and issues of family and intergenerational literacy programs. However, because the digest was written in 1991 some of the research questions and assumptions may be out-dated.

Cross-Reference:

Section C: Program Descriptions and Models

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

Section J: Parent Involvement

Kerka, S. (1992). *Family literacy programs and practices: Practice application brief*. Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. (ERIC Document Reproduction Service No. 347 328).

This Practice Application Brief serves as an overview of some of the basic components of family literacy programs. The brief begins by discussing the philosophy that underlies family and intergenerational literacy programs and perspectives from which the programs are modeled. The author espouses programs based on an empowerment model (drawing on family strength) rather than those based on the "deficit" model. The author classifies effective family/intergenerational literacy programs into four categories based upon Nickse's model. The four models (adult direct-children direct, adult indirect-children indirect, adult direct-children indirect, and adult indirect-children direct) are discussed with a description and example provided for each type. Also included in this brief are strategies for effective program implementation. Topics discussed with regard to implementing and maintaining an effective program are audience, recruitment and retention, subject matter, and recognition.

Cross-Reference:

Section C: Program Descriptions and Models

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

indicates that the article is a research study

##Klassen-Endrizzi, C. (2000). Exploring our literacy beliefs with families. *Language Arts*, 78(1), 62-70.

This article discusses a summer reading program provided by the author and graduate students for struggling readers and their families. In the program, graduate students enrolled in a Master's in Education Reading Specialist program worked with struggling readers for two hours daily, Monday through Thursday, for four weeks. Congruently, the author conducted family literacy workshops for parents on a weekly basis. During these workshops, the author helped parents explore their own beliefs and experiences relating to reading. The author challenged families to explore alternative "reading strategies that went beyond their own childhood literacy experiences" that primarily focused on phonics.

Klassen-Endrizzi expresses a belief that most parents' reading instruction was based on mastering letter-sound correspondence and word identification accuracy. In the workshops, the author found that "parents believed struggling readers needed more phonics, an idea that was based on their own instructional histories as beginning readers. Yet their personal goals for reading were quite functional" (64). The author encouraged parents to "explore reading as something more than assignments and requirements established by teachers." In the family workshops, it was observed that a parent's dislike for reading was easily translated to the child. During these workshops, parents were encouraged to help their child focus on meaning rather than accuracy while reading. Building on strengths and learning to use a variety of cues were stressed as opposed to focusing on miscues. The author states, "our collective goal was to foster and support independent readers" (66).

During an evaluation session certain principles emerged:

- Patience is a critical factor when encouraging struggling readers.
- Reading is a part of life and we must seize each opportunity in our daily lives to promote literacy with children.
- It's not all phonics – it's much, much more. Remember the multiple strategies available to all readers.
- Build on strengths and increase confidence.
- Focus on the purposeful nature of reading.
- Parents need a time and place to talk with other parents and teachers about their child, reading, and learning.

A difficulty for this study was when the children went back to their regular schools in the fall and continued to encounter difficulty with reading where reading accuracy was stressed. The author felt that "what was missing from this experience was the long-term support families need as they explore broader avenues for helping their child as a struggling reader... These parents who were socialized by school and society to look at deficits, experienced an alternative model of reading focused on creating a literate

indicates that the article is a research study

environment where each reader's strengths are paramount. Yet it was natural for families to return to their comfort zone of traditional literacy beliefs and practices" (69).

Klassen-Endrizzi recommends that teachers, families, and children should have ongoing conversations about home and school literacy practices and build partnerships to create "a powerful literacy foundation for every learner" (69). She also recommends a collaborative setting such as monthly family workshops where families and teachers can work together and learn from each other to build curriculum.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Klingner, J. K., & Edwards, P. A. (2006). Cultural considerations with Response to Intervention models. *Reading Research Quarterly*, 41(1), 108-117.

Klingner and Edwards provide an insightful look into cultural considerations for the development of Response to Intervention (RTI) models used in special education identification. Grounded in notions of culturally responsive literacy instruction, the authors provide a framework for school personnel to consider when designing and implementing RTI models sensitive to diverse populations. The authors stress that, in cases of culturally and linguistically diverse (C&LD) students, curriculum casualties must be ruled out and not misidentified as learning disabled. Furthermore, Klingner and Edwards stress the importance of finding out "what works with whom, by whom, and in what contexts" (p. 110). Unfortunately, due to deficits in the literature, the authors have little insight into what these best practices might be. However, they provide suggestions for future directions in research such as examining intervention efficacy between different ethnicities, classroom instruction practices, and school contexts. The authors propose a 4-tier RTI model for C&LD students encompassing (1) culturally responsive, quality instruction for all students; (2) intensive support, evidence-based intervention, and monitoring of progress for struggling students; (3) intensive support with referrals to a Child Study Team that uses a problem-solving approach to determine other methods to help the student; and (4) special education. Klingner and Edwards provide insight into important considerations when developing a RTI model for C&LD students. Their 4-tier model provides more opportunities for remediation than those offered by typical 3-tier models.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

indicates that the article is a research study

Kulman, M. (1994). *Literacy and the parent: A project report*. Markham, Ontario: Pippin Publishing Limited.

This report describes Toronto East End Literacy Project's three year pilot program Literacy and the Parent where an established community-based adult education organization developed a parenting education model. The Literacy and the Parent project was charged with developing an effective approach to empowering parents within the context of an adult education program in a low-income, urban setting. The program created a forum for parents to discuss their needs and actively participate in the design of the program. The purpose of Literacy and the Parent project was to: (1) help parents improve their own literacy, using materials relevant to parenting and their children's education; (2) help parents create a home life that nurtures learning in all its diverse forms; (3) help parents develop the skills and confidence to advocate on behalf of their children and themselves, for the best education their families can receive; (4) promote community and institutional awareness of the barriers low literacy parents face in reaching these goals; and (5) advocate for the removal of those barriers.

Practitioners are the target audience for this report. The report is organized into ten sections which include a report overview, the introduction, the project summary, the descriptions of the planning and implementation process based on the discussions of four focus groups, a description of the process to develop a resource collection with the parents, the descriptions of parent and staff advocacy efforts, the community outreach anecdotes, a review of networking and profession development resources, an overview of the project's evaluation process, and the acknowledgements. The report reviews the actions stemming from the project that were integrated into Toronto East End Literacy Project's core programming at the end of the three year pilot.

Cross-Reference:

Section C: Program Descriptions and Models

Landerholm, E., Karr, J. & Munshi, S. (2000). A collaborative approach to family literacy evaluation strategies. *Early Child Development and Care*, 162, 65-72.

The authors developed a program evaluation approach called "The Evolving, Continuous Feedback Model of Evaluation," which was designed to determine if individual or family milestones were consistent with the program goals. The evaluation model was characterized by (1) evolving varieties of equipment and activities; (2) continuous monitoring; (3) immediate and authentic feedback; (4) inclusion of participants; and (5) cross-checking to enhance validity. The article's purpose was to describe the data collection strategies, which included video documentation, interviews, parent interest questionnaires, observation, book logs, photo collections, portfolios, reading inventories, and parent self-evaluations. The program evaluated was an Even Start-funded after

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school program in partnership with the Chicago Public Schools and Northeastern Illinois University. The authors implied that the ECFME approach was collaborative and flexible, used literacy building tools as documentation tools, and obtained an authentic picture of the program

Cross-Reference:

Section C: Program Descriptions and Models

Langer, A. (2003). Adult education theory and family literacy practice. *Family Literacy Forum*. 2(1) pp. 12-18.

Understanding the relationship between family literacy and adult learning is paramount in the services provided by Family literacy practitioners. This relationship impacts the work ethic, dignity, solidarity, culture, cognition, and self-esteem of individuals participating in literacy programs. The author looks at adult learning using the following four theories:

- Transitions and transformations
- Learning preferences and experiential learning
- Ways of knowing
- Life histories and intercultural communications

Based on the above theories, the bridge between theory and practice can best be accomplished when practitioners:

- Understand adult learning preferences
- Recognize the value of experiential knowledge that adults process and how adults can apply this knowledge
- Recognize linear and non-linear adult development

Theories relative to adult education are considerably valuable to programs that offer family literacy services. When effectively used, adult education theories can support practitioners as they plan and implement programs that will successfully meet the diverse needs of the participants. This article supports the above statement and is relevant for staff developers.

Cross-reference:

Section I: Professional Development

Section C: Program Description and Models

Section F: Assessment and Evaluation of Family Literacy Programs

indicates that the article is a research study

Levin, M., Gamse, B., Swartz, J., Tao, F., & Tarr, H. (1997). *National evaluation of the Even Start Family Literacy Program: Report on Migrant Even Start Projects*. Bethesda, MD: Abt Associates and Fu Associates. (ERIC Document Reproduction Service No. ED 411 118).

This report evaluates three Even Start Migrant Education Programs: the Arizona Migrant Even Start Project, the Pennsylvania Migrant Even Start Project, and the Wisconsin Migrant Even Start Project. Discussion of each project includes: program structure and administration, characteristics of the communities served, family recruitment, content and delivery of services, staff characteristics, service component coordination, participation and follow-up strategies, evaluation of Even Start Information System, and conclusions. The challenges faced by programs are as follows: hiring qualified staff, adapting service delivery to families' schedules, interagency collaboration, continuity of services between home base and receiving site, providing support services, dealing with isolation in the community, and obtaining Spanish language curriculum. Recommendations from this report include: increase collaboration across Even Start sites, encourage communication between migrant Head Start and Even Start programs, provide more technical assistance, and provide opportunities for Migrant Even Start projects to share experiences with other Even Start Projects.

Cross-Reference:

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

Section C: Program Descriptions and Models

Levin, M., Moss, M., Swartz, J., Khan, S., & Tarr, H. (1997). *National evaluation of the Even Start Family Literacy Program: Report on Even Start Projects for Indian tribes and tribal organizations*. Bethesda, MD: Abt Associates and Fu Associates. (ERIC Document Reproduction Service No. ED 415 084).

This report presents an evaluation of three tribal Even Start projects: The Cherokee Nation Even Start Project, Makah Even Start Project, and Pascua Yaqui Even Start Project. The Cherokee Nation Even Start Project was based on home-based services and the Makah Pascua Even Start Projects implemented a combination of home-based and center-based services. The report covers the following: community characteristics (economics, education, health), family recruitment, staff characteristics, content and delivery of services, coordination of service components, participant and follow-up strategies, project impacts, and features important to success and challenges faced.

Cross-Reference:

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

indicates that the article is a research study

Section C: Program Descriptions and Models

Lonigan, C. J., & Whitehurst, G. J. (1998). *Getting ready to read: Emergent literacy and family literacy* (Contract No. 1HD-RO3-36067-01A1; 91-01249-0000; 90-CD-0957; 90-YD-0026). Bethesda, MD: National Institute of Child Health and Human Development. Washington, DC: Administration for Children and Families. Philadelphia, PA: Pew Charitable Trusts. (ERIC Document Reproduction Service No. ED450418)

The goal of family literacy programs is to improve family performance and opportunity while at the same time enhancing child and adult literacy using intergenerational intervention strategies. It is important that programs help families get food stamps or medical assistance and also teach adult participants about disciplining children and how to handle stress. A recent study of Even Start programs concluded that many programs have shifted too far away from the focused efforts to enhance literacy skills and instead have adopted an agenda that focuses too strongly on background issues of family functioning.

Reading skills are the foundation for children's academic success. Children are more successful and acquire more knowledge in a variety of areas when they read well and with higher frequency. Children who read less and have trouble with reading fall farther and farther behind their peers and develop negative attitudes about reading. The author makes a comparison to Stanovich's "Matthew Effect" (the rich get richer while the poor get poorer).

A "strong continuity between the skills with which children enter school and their later academic performance" (pg. 4) is evident in research. A high correlation occurred (.88) that children who were poor readers at the end of first grader would become poor readers at the end of fourth grade. Here, the authors make the distinction between the traditional approach to teaching reading and emergent literacy. Emergent literacy conceptualizes literacy acquisition as a developmental continuum, rather than as an all-or-nothing phenomenon that begins when children start school. Finally, reading well is dependent on the development of the "inside-out" (semantics) and "outside-in" (pragmatics) processes that are necessary to create meaningful comprehension.

The authors discuss in detail two "outside-in" elements (oral language and print motivation) and two "inside-out" elements (phonological processing and letter knowledge) as components of emergent literacy. They also discuss the implications of social class differences in emergent literacy stating that "school readiness" is strongly linked to family income and that children from low-income families have relatively low levels of emergent literacy when compared to peers from middle-income families. The authors ask what can be done, then provide a rich literature review of best practices focusing on the home literacy environment and parental involvement. In conclusion, all

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evidence highlights the success of intervention programs for preschool and early grade school children as having significant impact on key emergent literacy skills

Cross-Reference:

Section D: Curriculum and Instruction

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

Section C: Program Descriptions and Models

Section J: Parent Involvement

Lopez, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons for high-performing migrant-impacted schools. *American Educational Research Journal*, 38(2), 253-288.

Migrant families are an academically vulnerable group. Being faced with economic, health, and work-related difficulties, many students of migrant families have low academic achievement and high drop-out rates. Involving parents from migrant families in schools is a challenge. This qualitative study reflects a five month period of research in four schools that were considered to have been effective in the involvement of migrant parents. The schools that were successful in parent involvement focused on meeting parental needs above all other involvement considerations and held themselves accountable in meeting those multiple needs on a daily and ongoing basis.

Suggestions for success:

- Create an awareness of migrant family needs in general;
- Find out specific family needs through home visits;
- Open continuous interactions with migrant families to keep aware of shifting needs;
- All administration and staff members must make a commitment to meet migrant family needs;
- Hire individuals with specific leadership qualities;
- Place priorities on families;
- Make year-round commitments to families;
- Interact with families on a regular basis;
- Invest time, effort, and finances in families;
- Move beyond needs to empower parents to get involved;
- Find strategic methods to encourage parental involvement;
- Provide a welcoming environment;
- Recognize parents for taking the initiative to get involved;
- Affirm parents and families;
- Provide educational services to address migrant family needs;

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- Use parent education to increase awareness of parental rights and responsibilities in the educational process;
- Aim parent education at self-improvement;
- Mobilize social service resources;
- Collaborate within the school system;
- Collaborate with outside agencies

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

Section J: Parent Involvement

McIvor, M. C. (Ed.). (1990). *Family literacy in action: A survey of successful programs*. Syracuse, NY: New Readers Press.

This book intends to cover a variety of family literacy programs that value the adult role in shaping a child's literacy development. The author highlights eight innovative intergenerational and/or family literacy programs: Marion County Library Family Literacy Program; Beginning with Books; Parent Readers Program; Motherread; Project WILL; The Kenan Family Literacy Project; Mothers' Reading Program; and Take Up Reading Now. Included is a list of the funding sources, participants, and outcomes for each program.

Cross-Reference:

Section C: Program Descriptions and Models

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

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:

indicates that the article is a research study

Section E: Collaboration Within Programs and Among Social Service Agencies
Section C: Program Descriptions and Models

Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). *Improving Literacy in America: Guidelines from Research*. New Haven: Yale University Press.

The authors (professors at U. of Michigan, U. of Pittsburgh and Florida State, respectively) examine the changing policies, educational reforms and practices in the arena of literacy. Their central argument is that in seeking answers to the literacy crisis occurring in the U.S., one should look to the proximal (parent involvement, childcare, etc.) rather than the distal (social economic status, reducing class size, etc.). The authors promote: literacy learning from a very young age, effective parenting, quality daycare, and effective teaching and training strategies, such as mentoring, professional development. The researchers emphasize the need for and the application of continued research in all the aforementioned areas, particularly in teacher education. While the authors make useful suggestions for the improvement of successful literacy learning, they underplay both the socio-cultural aspects of literacy and the policy and financial aspects of implementing these changes.

Cross-Reference:

Section C: Program Description and Models
Section B: Parenting Education
Section D: Curriculum and Instruction
Section A: Parent and Child Interactive Literacy Time
Section F: Assessment and Evaluation of Family Literacy Programs
Section H: Government Policy

Morrow, L. M. (Ed). (1995). *Family Literacy: Connections in Schools and Communities*. New Brunswick, NJ: International Reading Association, Inc.

This book was referred by a number of participants coming to the meeting, so it is included in this collection. For your reference, the chapters included in the book and their authors are listed here.

Part One: Perspectives on Family Literacy

1. Family Literacy: New Perspectives, New Practices—Lesley Mandel Morrow
2. Which Way for Family Literacy: Intervention or Empowerment?—Elsa Roberts Auerbach

Part Two: Family Literacy Practices –

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1. Programs in Schools
 - a. Implementing an Intergenerational Literacy Project: Lessons Learned—Jeanne R. Paratore
 - b. Combining Parents' and Teachers' Thoughts About Storybook Reading at Home and School—Patricia A. Edwards
 - c. The Family Writing and Reading Appreciation Program—Lesley Mandel Morrow with Jody Scoblionko and Dixie Shafer
 - d. Have Your Heard Any Good Books Lately?: Encouraging Shared Reading at Home with Books and Audiotapes—Patricia S. Koskinen, Irene H. Blum, Nancy Tennant, E. Marie Parker, Mary W. Straub, and Christine Curry
 - e. Enhancing Adolescent Mothers' Guided Participation in Literacy—Susan B. Neuman
 - f. Let the Circle Be Unbroken: Teens as Literacy Learners and Teachers—Billie J. Enz and Lyndon W. Searfoss

2. Organization-Sponsored Programs
 - a. Reading Is Fundamental Motivational Approach to Family Literacy—Ruth Graves and James H. Wendorf
 - b. Helping First Graders Get a Running Start in Reading—Linda B. Gambrell, Janice F. Almasi, Qing Xie, and Victoria J. Heland
 - c. The Even Start Family Literacy Program—Patricia A. McKee and Nancy Rhett
 - d. A Comprehensive Approach to Family-Focused Services—Meta W. Potts and Susan Paull
 - e. Parents and Children Reading Together: The Barbara Bush Foundation for Family Literacy— Benita Somerfield
 - f. Linking Families, Childcare, and Literacy: *Sesame Street* Preschool Educational Program— Iris Sroka, Jeanette Betancourt, and Myra Ozaeta
 - g. The Family Literacy Alliance: Using Public Television, Book-Based Series to Motivate At-Risk Populations—Twila C. Liggett

Part Three: Developing New Practice

1. Research and Perspectives
 - a. Family Literacy Practice in the United Kingdom-An International Perspective—Colin Harrison
 - b. Opportunities for Literacy Learning in the Homes of Urban Preschoolers—Linda Baker, Robert Serpell, and Susan Sonnenschein
 - c. Children Practicing Reading at Home: What We Know About How Parents Help—Diane H. Tracey
 - d. Shared Lives and Shared Stories: Exploring Critical Literacy Connections Among Family Members—Daniel Madigan

- e. Representations of Literacy: Parents' Images in Two Cultural Communities—Vivian Gadsen

Cross-Reference:

Section G: Culture and Context

Section C: Program Descriptions and Models

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

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 (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. and Temlock- Fields, J. (2004) Use of literature in the home and at school. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 83-100). Mahwah, NJ: Lawrence Earlbaum.

This chapter highlights the importance of literacy instruction at home that is based on the use of children's literature. Book-rich contexts lead to learning to read and write. Literature based instruction includes reading aloud, daily reading aloud time, reflection and discussion, etc., with constructing meaning as the primary goal.

A brief history of literature-based instruction is included in the article. Skill development is tied in with storybook reading, addressing comprehension, print awareness, vocabulary, and fluency development. Strategies for positive effects stress the dialogic interaction that is the centerpiece of family literacy's intergenerational literacy

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component. Strategies include interactive behaviors, repeated readings and literature discussions.

Positive attitudes and interest in books should be promoted. Research indicates that reading achievement improves when classrooms are filled with trade books and students are encouraged to engage in free reading. In addition to supportive social environments where positive attitudes towards reading are encouraged, physical environments can strongly affect students' motivation to read. Successful library centers within the classroom are characterized by partitions that separate them from the rest of the room as well as comfortable seating, at least five books per child in multiple genres, and props such as puppets or listening stations. (While it cannot be expected that homes will supply these characteristics, educators can strive to replicate or model some of the features during home visits, parenting activities, or even via material sets that go home.)

When students are second language learners, the learning experiences need to be especially meaningful and interesting. Children's literature can highlight prior knowledge, as well as multiple interests, in order to assist with literacy and language acquisition. Techniques for storybook reading in the home environment are included in support of building comprehension, fluency, interactive reading and discussion, with the bonding of families around literacy activities as the end result. The chapter is useful to program staff and administration, especially where programs follow a home-based model.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Description and Models

##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.

indicates that the article is a research study

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

Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). Family literacy for language minority families: Issues for program implementation. Washington, DC: The George Washington University, The National Clearinghouse for Bilingual Education.

This article reviews considerations in designing and implementing family literacy programs for limited English-speaking populations. This article examines the strategies and practices of Project Family Literacy: Aprendiendo/Learning, Mejorando/Bettering, Educando/Educating (FLAME), a federally funded program for Latino/a families that serves six elementary schools in Chicago, IL. Approximately 15-20 families are served per school. Project FLAME is designed with two integrated components of Parents as Teachers and Parents as Learners.

In an introductory section, the authors review the family's role in children's learning, barriers to family involvement in education, and family literacy programs as a means of linking homes and schools. The authors then describe Project FLAME. In the main discussion of program development and implementation, the authors examine the following considerations in the form of questions: (1) taking the appropriate first steps; (2) determining the location and scheduling of classes; (3) curriculum design; (4) language of instruction; (5) selecting instructional materials; (6) staffing; (7) maintenance of attendance and involvement; and (8) program evaluation. Embedded in this section are illustrations of specific practices and strategies of Project FLAME. Appendices provide the resources of a Project FLAME model lesson plan and a list of resource organizations.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section G: Culture and Context

Section J: Parent Involvement

indicates that the article is a research study

National Center for Family Literacy. (1995). *Family literacy: Parent groups* (participant's manual). Louisville, KY: Author.

This manual serves as a guide for programs intending to develop and implement parent groups. Included are sections discussing the purposes of parent groups, the definition and examples of parent groups, issues targeted by parent groups, and the role and responsibilities of a staff member involved with a parent group. The manual provides a sample session plan, a parent survey, and a sequencing of topics for parent groups. Group dynamics and facilitating skills are addressed by underlining the importance of communication, involvement, and respect among group members. Methods used to empower families are also discussed. In addition, strategies for facilitating personal growth for parents (e.g., self-esteem and problem solving) and questions that should be examined while developing a parent group are included.

Cross-Reference:

Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section J: Parent Involvement

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

indicates that the article is a research study

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

##Neuman, S. B. (1995). *The children's literature hour: A social constructivist approach to family literacy*. Retrieved August 14, 2003, from <http://www.radix.net/~reimann/enet/VC95/neupa.html>

This study focuses on the parents' process of critical reflection in contrast to traditional definitions of family literacy as benefiting either the parent's or the child's literacy achievement. The author assumes that the first step toward empowering people who have been historically underrepresented is the capacity for them to reflect on their social

indicates that the article is a research study

reality, and to begin to examine their goals and needs for access to resources including factors that relate to parents' roles as educators of their young children. The author suggests that the process of self-reflection and goal-setting may be particularly important for the population that is the focus of the research--teenage mothers. The goal of this study was to examine how participants (1) engaged in "meaningmaking," (2) the focus of their critical reflections, and (3) how this knowledge might inform family literacy.

The author describes "The Children's Literature Hour" a weekly book discussion period that was part of a comprehensive school district program serving adolescent parents. For this study four sessions were videotaped of eighteen African-American adolescent mothers (14-21) as they discussed the themes of 12 children's literature stories. The facilitator focused on first engaging the parents in critically thinking about the stories and then reflectively thinking about the story in terms of personal experience and concerns. Starting with the text, the mothers discussed and expanded on such critical issues as relationships, violence, education, and culture.

The analysis indicated that these sessions involved far more than interpreting text from a children's book and relating it to parents' personal experiences. Embedded in this context, was an opportunity for parents to learn from one another, to reflect on the tensions in their lives and their needs for access to power. In these sessions, adolescent mothers explored their roles as children, mothers, partners, and kin with other peers caught in similar circumstances as their own. This learner-centered, social constructivist perspective contrasts sharply with prevalent family literacy service models that focus on "skills" regardless of the particular population the program has been designed to serve. The author argues that family literacy programs like these could be more sensitive to contextual factors that have traditionally plagued recruitment, attendance and retention in these programs. For example, unlike some family literacy classes, the author found mothers eager to attend the children's literature hour, suggesting that opportunities to share individual perspectives and critically reflect together may have represented a forum for discussing important family issues more congruent with their learning styles and practices than others. Through the Children's Literature Hour discussions, the author attempts to view participants as cultural resource persons (collective knowledge developed through dialogue and reflection) thereby approaching family literacy as a socially constructed collaborative process.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "the noises of literacy."* Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education, The Ohio State University Center on Education and Training for Employment. (ERIC Document Reproduction Services No. ED 327 736).

This report serves as a comprehensive overview of family and intergenerational literacy programs for a wide audience, including policymakers, legislators, program administrators and staff, and individuals interested in family literacy education. The first section of this report provides background information such as definitions, purposes, federal legislation, and sponsorships that have produced literacy initiatives, program expectations, and reasons and motivations for validating program development. The second section of the report discusses research from related fields of study that justify family and intergenerational literacy program growth. In the third section, the author describes family and intergenerational literacy programs in the following five sectors: (1) adult basic education; (2) libraries; (3) family English literacy; (4) preschool and elementary education; and (5) corporations and businesses. A table is included in the report that depicts strengths and challenges for each sector. A typology for classifying family and intergenerational literacy programs based upon the intervention type and target is presented. The result is four models of programs (direct adults-direct children, indirect adults-indirect children, direct adults-indirect children, and indirect adults-direct children) for which the author provides examples and discusses advantages and disadvantages for each.

Cross-Reference:

Section C: Program Descriptions and Models

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

Section H: Government Policy

Nickse, R. S. (1990). Family literacy programs: Ideas for action. *Adult Learning*, 1, 9–13, 28–29.

In this article, Nickse addresses factors that perpetuate illiteracy. She then discusses benefits of family literacy programs, including improved attitudes, behavior, and reading skills for parent and child. Although there has been some empirical evidence supporting the effectiveness of programs, there needs to be more research in the field. For example, she found no evidence of changes in achievement for participants in family literacy programs. Nickse describes four basic models for delivering family literacy services and provides examples of each type of program. Suggestions for designing programs that address local needs, as well as ways to secure funding for programs are discussed. Nickse also addresses issues related to program design effectiveness (e.g., collaboration and

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parent participation) and administration and management of programs (e.g., staff, funding, and sites). The author then covers some matters associated with teaching (e.g., collaborative approaches and multiculturalism). The article concludes with tips for program evaluation (e.g., techniques and information dissemination).

Cross-Reference:

Section C: Program Descriptions and Models

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

Section H: Government Policy

Nickse, R., Speicher, A. M., & Buchek, P. C. (1988). An intergenerational adult literacy project: A family intervention/prevention model. *Journal of Reading*, 31, 634–642.

This article discusses the effectiveness of the Collaborations for Literacy program, an intergenerational adult basic education and literacy program at Boston University. Two important research questions are examined: (1) Does the intergenerational approach have a positive impact on beginning adult readers; and (2) What are the benefits to the children of parents enrolled in an intergenerational program? In addition to its basic teaching curriculum, various other intervention techniques were used in the study, including weekly consultation for tutors and learners, literacy "socials" for parents and their children, and in-service training for tutors on literacy-related topics and techniques. Preliminary data on adult participants suggest that vocabulary and comprehension reading gains were made as a function of the number of hours spent in tutoring. No results were available yet for children. Based on the preliminary analyses, the authors report ten important suggestions to keep in mind in the development of a successful intergenerational literacy program.

Cross-Reference:

Section C: Program Descriptions and Models

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

Nuckolls, M. (1991). *Expanding students' potential through family literacy*. *Educational Leadership*, 49, 45–46.

This article describes Parents and Literacy (PAL) family literacy program in Tucson, Arizona. PAL began with parent classes and has evolved into a home visitation model. The author discusses three findings from this project that have implications for those who are interested in implementing a family literacy program within a conventional educational system: all staff members must feel ownership over the program; recruitment

indicates that the article is a research study

and retention of parents must be central; and evaluation of the program cannot be measured merely quantitatively.

Cross-Reference:

Section C: Program Descriptions and Models

Nudelman, G. & Hadar, L., (2003). Digital Family Stories: Using Video Projects to Improve Family Literacy. *Family Literacy Forum* 2(2), 19-24.

This article summarizes an Even Start program that wrapped adult literacy skills into a creative video project for adults learning English. This article is useful for anyone that is interested in creating project based learning, curriculum that looks at language as a whole (versus discrete aspects of language) or is interested in giving parents a better understanding of the activities used in their children's school.

The participants in this class were low-income Latino parents participating in an Even Start program. Their children will attend or are attending a neighborhood performing arts magnet school.

Groups of participants were given the task of creating a digital video about a topic important and relevant to their lives. The teachers felt that this task would incorporate the creative aspects developed at the local elementary school, lend personal meaning to the subject being taught/learned, and was a language rich activity that would meet the needs of literacy requirements of today's world (both as defined by the state and the students).

This program has six distinct stages in the project to make it manageable and to assist students with organizational planning. The steps were the following: student writing on a teacher determined topic and goal setting, group formation around a topic, introduction to the project and the technology, choosing roles for participation (producer, art director, etc.), creating the video, and assessing their work. The video was an excellent product that allowed students to self-assess their progress. Copies of the videos were given to the students, used for publicity and informing the public

Cross-Reference:

Section C: Program Description & Models

Section D: Curriculum & Instruction

indicates that the article is a research study

Olson, J., Danahy, L., & Murphy, C. L. (2005) Linking research and practice through innovative in-service offerings. *Family Literacy Forum*, 4 (1), 19-26.

Recognizing that family literacy professionals' limited time and energy often inhibit them from being able to implement changes suggested by research, Olson, et al, suggest that every effort must be made to ensure that the most optimal conditions be present so that knowledge gained through research can be translated into practice. This article proposes a model for maximizing implementation of evidence-based research in family literacy settings.

A brief analysis of the literature on research-to-practice reveals some of primary deterrents to the translation of research to practice and provides some recommendations on how to improve the process. Olson, et al, find a lack of access to research among practitioners and the ineffectiveness of one-day in-services to be the largest obstacles. They cite several researchers in discussing ideal conditions for successful change and productive in-service. This study of prior research leads them to conclude that, while the Literacy Environments for Accelerated Progress (LEAP) method is effective, the Building Effective and Successful Teams (BEST) model is ideal in improving the ease with which research is applied to practice.

Olson, et al, describe the success the BEST model has had so far. Both quantitative and qualitative data show an increase in research-based practices at sites using this model. Based on these results, Olson, et al, suggest several steps that staff developers and program designers should take to optimize the success of the implementation of research to practice in Even Start and family literacy programs:

1. Build a team.
2. Create a common foundation of knowledge.
3. Plan to succeed.
4. Establish a support framework.
5. Recognize outcomes and build on efforts.

Cross-reference:

Section I: Professional Development

Section C: Program Description/Models

Orellana, M. J. (1996). ¡Aquí Vivimos! Voices of Central American and Mexican participants in a family literacy project. *Journal of Educational Issue of Language Minority Students*, 16. Retrieved August 14, 2003, from <http://www.ncela.gwu.edu/miscpubs/jeilms/vol16/jeilms1608.htm>

This article describes a family literacy project designed to capture the stories of sixteen immigrant families in the wake of the 1992 Los Angeles Riots. The project was not designed to teach literacy, but to promote authentic community literacy by providing

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resources and personnel over a six-week period to compile the stories of Spanish speaking families from the Haven Street Elementary School. This project was also designed in response to the felt needs of the community that lacked low cost, structured, safe, enrichment activities for children.

The author describes the general framework of the project session. The opening of each session was for the entire group and reviewed homework and offered opportunities for sharing, which lead into the introduction of the day's writing theme. After a brief explanation and brainstorming session and/or short discussion to stimulate ideas, groups of family units would start writing a piece for the collective anthology. Teachers facilitated this process. During the last hour, the children and adults were separated. The children participated in age appropriate activities and recreation, while the adults held reflective discussions. The sessions ended with a short evaluation period used for planning the next week's themes. Variations within this general framework were also described to promote techniques that would encourage the active involvement of all participants.

The article reviewed a selection of quotes from the participants and the anthology to describe the major themes that developed from the project. The themes include thoughts on myths and realities about life in the United States, cultural adjustments, work experiences, living situations, and hopes for the future.

The project culminated in a book that was distributed to community libraries, organizations and the school. A teacher's guide was developed for the book for its use in teacher pre-service on community culture in the Los Angeles area. In addition, proceeds from the book were used to support a Parents' Center at Haven Street Elementary School that offers ESL and other adult classes.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

##Ortiz, C., Stowe, R. M., & Arnold, D. H. (2001). Parental influence on child interest in shared picture book reading. *Early Childhood Research Quarterly, 16*, 263-281.

The early interest demonstrated by children in shared reading is thought to be very important for later reading achievement. Children who are interested in reading do more reading and literacy related activities and therefore, become better readers than similar children with less interest. However, there is no research that has appropriately tried to study the influences of such interest. Hence, theories about the development of early interest have not been fully developed and not enough experimental research has been

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conducted in this area. The authors of this paper, using a multimethod assessment, have tried to evaluate whether parents can influence their children's interest in shared reading.

Twenty-five middle socioeconomic status parents and their preschool-aged children were separated into an intervention group and a control group. The intervention group was exposed to strategies thought to foster interest in shared reading. They were given a handout called "Making Shared Reading Fun." It listed the following five principles: follow the child's lead, get the child actively involved, make it fun, use positive feedback and, select stories that will interest the child. Parents in both groups filled reading logs. In the logs, parents recorded who initiated the interaction and how well was the child's interest maintained on a scale from one to five. After one week, the children in the intervention group demonstrated a greater interest in shared reading than those children in the control group. However, after a four-week evaluation the effects of the intervention had diminished in that the children of this group showed less interest in shared reading but still more interest than those in the control group. These initial findings are indicators that more development is needed of interest interventions.

An issue addressed by the study was whether child interest in reading improved because of increased amount of parent initiated reading sessions or because of increased quality of the parent reading sessions. This was an important aspect of the study because if all it takes to develop child interest in reading is increase number of reading sessions, then the specifics of the reading intervention are of little importance. On the contrary, analysis of the data revealed that when the amount of parent-initiated reading was controlled, posttest results remained strong. This indicates that the content of the intervention is very important in developing child interest in reading. The results of the intervention also suggest that parents do have an impact on children's interest on shared reading, at least on the short-term.

Finally, while changes in interest observed in the study establish a causal influence of parents' behaviors, more information is needed about the specific mechanisms that initiate the change. It could be that teaching parents to follow their child's lead is more important than making sure they create a fun environment around reading. Limitations of this study are that a very homogenous sample was observed and results can not be generalized to other populations. The authors also suggest that shared storybook reading is a very middle class cultural interaction and that there may be other ways to foster literacy. Studies with parents and children of more diverse ethnic and socioeconomic status backgrounds need to be conducted.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions/Models

indicates that the article is a research study

Osterling, J. P., Violand-Sanchez, E., & von Vacano, M. (1999). Latino families learning together. *Educational Leadership*, 57(2), 64-68.

The authors of this article describe how two community-based programs are addressing the needs of a community whose schools have 43 percent of their students who have languages other than English as their primary language and more than 70 percent of these are Spanish speakers. To assist non-English speaking parents who felt disempowered when their language knowledge was not valued and disconnected from their children and the schools, the local schools have worked with community organizations to support initiatives to overcome these challenges.

The school system has “publicly acknowledged that proficiency in more than one language is a social asset and an economic asset and that parent of culturally and linguistically diverse students are valuable coeducators” (65). The school system also established first-language-instruction pilot programs and made resources available for community-based educational programs.

Two programs described in the article are Empowering Families Through Literacy and Escuela Bolivia and are based in Arlington, Virginia. Program goals for the children include:

- Improve reading, writing, and mathematics skills;
- Teach language, culture, and traditions of parents and grandparents;
- Provide a caring community that cultural values; and
- Establish collaboration between parents, community organizations, and schools.

Both of the programs provide instruction for parents in reading, writing, and mathematics while children receive tutoring and enrichment activities in Spanish. Both programs are conducted on Saturdays because of employment conflicts with many of the parents. Programs include activities for students through the high school level. Community partners include the League of United Latin American Citizens, the Mexican Embassy, the Bolivian Embassy, George Mason University, parents, and the Arlington Public School System.

Cross-Reference:

Section G: Culture and Context

Section C: Program Descriptions and Models

indicates that the article is a research study

Padak, N., & Cook, D. (1990). *Family literacy programs training manual*. Columbus, OH: Ohio State Dept. of Education, Division of Adult Basic Education.

This manual is comprised of nine 1-hour training sessions for adult participants in family literacy programs. The authors note that the sessions can be combined or used individually. This feature allows a trainer greater flexibility in customizing the program to the needs of the participants. The training sessions focus on the following topics: (1) the process of literacy learning; (2) emerging literacy; (3) environments for literacy learning; (4) children's literature; (5) promoting reading fluency; (6) environmental print; (7) promoting writing growth; (8) language-experience activities; and (9) reading-reasoning activities. For each section, the authors provide goals, procedures for implementation, and a reference list for further learning on the session's topic. Also included are worksheets for activities that promote active participation among group members. Two sessions include handouts with suggestions for language activities that parents can engage in with their children. The training session on children's literature provides a handout with questions, answers, and recommendations for reading with children. A listing of appropriate books for designated grades (1–4) is included. There are two reference lists, one focusing on parents and reading, and the other on intergenerational literacy.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Padak, N. & Rasinski, T. (Eds.). (1995). *Family Literacy. The Reading Teacher*, 48(7).

This issue is dedicated to the topic of family literacy. An introduction is followed by seven articles regarding various aspects of family literacy. The topics addressed in the articles include the importance of the family in literacy development; the Parents as Partners Reading Program; school outreach programs; the varying use of print in families; creating cultural connections between parents and their children; project FLAME and family literacy programs for Latino families; and the use of family portfolios to evaluate family literacy programs.

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

indicates that the article is a research study

Paratore, J. R. (1992, December). An intergenerational approach to literacy: Effects on the literacy learning of adults and on the practice of family literacy. Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, TX. (ERIC Document Reproduction Service No 352614)

The purpose of this study was to examine the influence of an intergenerational approach to literacy learning on the reading and writing development of parents and on the practice of family literacy in the home. The study was based on the premise that an intergenerational approach to literacy would not only extend adults' own use of literacy, but would also enhance the ways they support their children's school learning. Two questions were posed: a) what is the impact of an intergenerational approach on the literacy development of adult learners enrolled in an adult basic education program and, b) what is the impact of an intergenerational approach on the incidence of shared literacy events between parents and child? Several measures were employed to collect evidence including reading fluency in pre- and post-tests, attendance, attrition, and self-reported parent/child literacy behaviors.

The findings from this study suggest some promising directions for the integration of intergenerational literacy efforts with adult education programs. First, the consistency of attendance rate across learners and across instructional cycles suggests that an intergenerational approach combined with effective practices in the teaching of literacy supports high and long-term attendance in family literacy programs. Second, the instructional opportunities must be both intensive and frequent if adult new readers are to make both substantial and rapid progress in learning to read and write. Third, from the self-reported data, the relatively rapid acquisition of a range of shared literacy behaviors is consistent with previous studies that indicated that both high- and low-literacy parents are positive about home literacy practices and do not need to be persuaded of their importance. Finally, the finding that storybook reading emerged as a frequent behavior while shared writing did not was also consistent with a previous study in which parents tended to characterize early literacy development with to reading to the exclusion of writing.

Questions for Future Research:

- Are the shared literacy practices that emerge from intergenerational literacy programs sustained after parents leave the program?
- Do attempts to introduce parents and children to school-based literacy supplant existing family literacy practices that may be valuable, though not school-based?
- Programs such as the one described in this study emphasize teaching parents about school literacy. How can teachers learn about and build on existing family literacy practices?

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Paratore, J. R. (2001). *Opening doors, opening opportunities; Family literacy in an urban community*. Needham Heights, Allyn & Bacon

The author presents the process of creating, tracking and evaluating a particular family literacy program, the Intergenerational Literacy Project (ILP). She addresses practical topics such as partnership with the surrounding community, target participants, recruitment, curriculum and evaluation. Detailed accounts of materials, class structure, intake and exit questionnaire/interviews, student work and evaluation methods are provided in this book. Additionally, this text provides an excellent overview of current family literacy research and practices in an accessible manner.

Cross-Reference:

Section C: Program Description and Models

Section F: Assessment & Evaluation of Family Literacy Programs

Section D: Curriculum & Instruction

Section B: Parenting Education

Section G: Culture & Context

Philliber, W. W., Spillman, R. E., & King, R. (1996). Consequences of family literacy for adults and children: Some preliminary findings. *Journal of Adolescent & Adult Literacy*, 39, 558–565.

This study describes the Toyota Families for Learning Program which employs the Kenan Model developed by the National Center for Family Literacy. This family literacy program is compared to both adult-focused education programs and child-focused education programs to determine whether family literacy programs are more effective than those programs that focus on just one generation. Although these results are preliminary, all the outcomes measured for both adults and children, more gains were made in the family literacy program. The author also offers insight into why this difference may exist.

Cross-Reference:

Section C: Program Descriptions and Models

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

indicates that the article is a research study

Pianta, R. (2004). Relationships among children and adults and family literacy. In B. H. Wasik, (Ed.) *Handbook on Family Literacy* (pp. 175-192). Mahwah, NJ: Lawrence Earlbaum.

Pianta explains the developmental systems theory and then employs it in considering adult-child relationships within the context of children's literacy development. Systems link and interact, creating a multi-system world with multi-system domains. Conceptual tools must be acquired in order to respond to this complexity, and literacy is crucial for decoding.

Adult-child relationships for the very young are characterized by themes of "regulation and modulation of physiological arousal and joint attention". Attachment processes are crucial for protecting immature humans, leading to a *secure-base* function where the adult is established as the conduit between information and the child. If the child feels safe and secure both physically and emotionally, then attachment relationships can predict success with regards to the development of emergent literacy.

Motivation/communication and instruction/skill acquisition are the two interactions involving adult-child relationships during children's literacy development and are interdependent. Relationship systems are comprised of multiple components, both biological and reflecting the quality of the relationship. Systems require feedback and are sensitive to the environment and other external conditions. All the components form a system. The implication for practitioners within family literacy programs, highlighted in the summary, involves focusing on the goal of change which the parent identifies while simultaneously providing a secure base for the child to explore literacy.

Cross-Reference:

- Section A: Interactive Literacy
- Section B: Parenting Education
- Section C: Curriculum and Instruction
- Section G: Culture and Context

Ponzetti, J. J., & Bodine, W. J. (1993). Family literacy and parent education. *Adult Basic Education*, 3(2), 106–114.

This article presents a conceptual model of family literacy programs with descriptions of program components and discusses the importance of parent education in family literacy programs. Ponzetti and Bodine define family literacy programs as having two unique features that make them different from other services provided for parents and children. First, family literacy programs focus on the family as a unit, and second, these programs provide joint literacy activities to families (adults and children together) that are applicable to their daily lives. The component model presented proposes that family

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literacy programs have three key ingredients: Adult Basic Education, Early Childhood Education, and Parenting Education. The authors provide a description of each component. Last, the authors elaborate on the importance of parenting education in family literacy programs.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Ports, J. (2003). Making Connections: Using Narrative and Journal Writing in a Holistic Literacy Enhancement Program for Incarcerated Mothers. *Family Literacy Forum* 2(2), 12-18.

The author provides a description of a 10 week holistic reading, discussion and writing program for incarcerated mothers. It discusses the outcomes and the challenges of the program and offers suggestions for future courses of this kind. This article would be of use to those interested in adult literacy and/or parent involvement programs.

The course designed to develop literacy skills, improve parenting skills and create a deeper relationship between mother and child/ren met for 10 meetings. Themes for the classes were developed around the life experiences of the participants, including their role as a parent. This technique allowed the learners to reflect on their lives and personal interests. Journaling, reading aloud and discussions were the main techniques used during the course of the program. Additional components of the program were sending age appropriate books to their children's homes, producing two booklets of their own writings (one written specifically for the children) and each woman was given books on parenting and life.

The participants (12 incarcerated mothers at a county prison, aged between late teens and mid-50's) at the end of the course expressed an increased level of interest and enthusiasm for reading and writing. The women also ranked that the focus on personal and parenting developmental issues, inclusion of pertinent literature to the women's lives and how it related to their lives, and the opportunity for personal expression through journal writing as being instrumental in their reading and writing development. This article is important due to its successful combination of teaching reading and writing and parenting issues through topics relevant to the participants.

Cross-Reference:

Section B: Parenting Education
Section C: Program Description & Models
Section D: Curriculum & Instruction
Section J: Parent Involvement

Potts, M. (2004). Integration of Components in Family Literacy Services. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 349-371). Mahwah, NJ: Lawrence Erlbaum.

Potts focuses on the intention to engage adults and children in educational experiences that integrate the four components of adult education, early childhood education, parenting education, and Interactive Literacy/Parent and Child Together (PACT). Component integration is perceived as maximizing the effectiveness of the overall program in order to positively affect the children's and parents' academic experiences. The end result is stronger than the sum of its parts. The children's learning is validated by the adults' extensions to the curriculum, and the adults can construct their own learning within the non-threatening domain of the children.

What sounds superficially simple is not so simple to implement. Integration requires staff to commit time and energy to team planning as well as program implementation. Integration also requires flexibility in order to capitalize on teachable moments that may arise from the interests of the students. Integration can be considered as the fifth component for family literacy programs. Specific learning takes place and then integration provides ample opportunities for expansion of that learning.

Systems Thinking is employed here as focus on the whole of interrelationships – shifting focus from the individual program components to the total program and from the individual family members to the total nuclear and extended families. Family literacy allows for change to be made within the family – not just within an individual family member.

Staff is encouraged to adopt four approaches for program success:

- The adaptation of a broad definition of literacy
- The utilization of similar educational theories across the components
- A commitment to the use of play, stimulation, and challenge as a means of acquiring knowledge
- The use of a strengths model approach (p.356)

Administration is encouraged to enhance implementation through:

- Appropriate facilities
- Planning time incorporated into the staff routine

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- Staff development

Several tables are included to assist with conceptualizing the task of integration. The final section deals with the difficulty of evaluating integration alone, suggesting that effectiveness will be evident in component effectiveness – where desired outcomes are identifiable. The chapter is of use for anyone involved in family literacy program planning or implementation.

Cross-Reference:

Section C: Program Development and Models

Section A: Interactive Literacy

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation

Powell, D. (2004). Parenting education in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 157-174). Mahwah, NJ: Lawrence Erlbaum.

Powell describes strategies for parenting education, covers what is pertinent to know about working with parents, reviews current research, and then makes recommendations to support and advance literacy through parental involvement. Those parenting behaviors and beliefs crucial to children's literacy development and school success are categorized as (a) family verbal environment, (b) supports available for early literacy, (c) parents' expectations for the children's learning and development, (d) active parenting engagement.

Strategies for working with parents should employ methods that: incorporate family perspectives, use focused discussion and interactive strategies, provide instructional guidance on activities that support children's literacy development, tailor program guidance to individual parent-child relationships, extend the lessons of parenting experiences, provide multiple supports and flexibility for program participation, and maintain frequent and sustained interaction with parents. These are all detailed in the text, as are strategies for strengthening application of promising approaches (clarity on goals and outcomes, guides to curriculum development, and training and technical assistance).

This chapter is particularly useful for practitioners and professional development staff as well as for those developing curriculum for parenting education.

Cross-Reference:

Section B: Parenting Education

Section A: Interactive Literacy

Section C: Curriculum and Instruction

Purcell-Gates, V. (2000). Family literacy. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Volume III (pp. 853–870). Mahwah, NJ: Lawrence Erlbaum.

This chapter divides into three parts. The first part reviews the research that provides the foundation on which family literacy is based. These areas include the family as a foundation for learning, language and literacy development; emergent literacy; written, vocabulary/language, print, phonological awareness and letter-sound knowledge; as well as motivation. The second part discusses two different approaches to family literacy. Descriptive approaches to family literacy focus on how families use literacy. Pedagogical approaches focus on the kinds of family literacy programs. Family literacy programs range from teaching or training families specific literacy practices to beliefs that approaches need to incorporate mutual respect and collaboration with families. The third part reviews the effectiveness of family literacy programs on the impact of children's skills, achievement, and attitudes; the impact on parents' academic skills, literate behaviors, and confidence/self-esteem; and the impact on parent/child literacy interactions. The chapter ends with conclusions based on the family literacy research and with suggestions for future research in family literacy.

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

Purcell-Gates, V (2004). Family Literacy as the site for emerging knowledge of written language. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 101-116). Mahwah, NJ: Lawrence Earlbaum.

The author states that family literacy should be a “descriptive construct” and not one that is prescriptive. In this article she focuses on emergent reading and writing within this context. Her intent is to counter the claims that middle class children achieve school literacy over those children from a poverty base due to oral language development. She begins by describing the language that children employ when they pretend to read - a language which does not resemble their pattern of speech – a written language that they produce as they read aloud. She argues that emergent language knowledge reflects written language and not oral language.

indicates that the article is a research study

Language is influenced by the social context; for example, court language is different from church language. What we write does not always resemble how we speak. Purcell-Gates designed research to focus on how children learn a *linguistic register* specific to a social context. She collected oral narratives and pretend reading responses (“sound like a book”) in order to compare oral with “written”; the language for each was different in vocabulary, syntax, and degree of decontextualization. Those children who had been read to aloud were not linked by any common SES indicators. She found that two years of schooling brought all children exposure to hearing reading aloud; there were no differences in the scores when *written register* was scrutinized.

She argues that language can develop from written-to-oral and that it is exposure to print and use of print that allows children’s emergent literacy to develop and that emphasis on oral language development is leading us astray. The implication for family literacy is that all children need to be exposed to written language in any form – shopping lists, coupons, religious texts, etc. Family literacy should maintain a focus on supporting written language development through those environments, experiences and activities. This article is particularly useful for practitioners, program planners and researchers.

Cross-Reference:

- Section A: Interactive Literacy
- Section B: Parenting Education
- Section C: Program Development and Models
- Section D: Curriculum and Instruction
- Section G: Culture and Context

Quintero, E., & Huerta-Macias, A. (1990). All in the family: Bilingualism and biliteracy. *The Reading Teacher*, 44, 306–312.

This article discusses several aspects of the Family Initiative for English Literacy (FIEL) project employed by the El Paso Community College Literacy Center. It includes the rationale for the model on which the project is based, a description and assessment of the project’s goals, the content of the curriculum, and implications for classrooms with language minority students. A detailed account of one family’s progress within the program is also provided.

Cross-Reference:

- Section C: Program Descriptions and Models

indicates that the article is a research study

Quintero, E., & Velarde, M. C. (1990). Intergenerational literacy: A developmental, bilingual approach. *Young Children*, 45, 10–15.

Quintero and Velarde describe the development and implementation of El Paso Community College's model Intergenerational Literacy Project. The project uses a developmental approach to teach Spanish-speaking parents and their children together to improve their literacy skills in both Spanish and English. In addition to a general overall description of the project, the article discusses important assumptions regarding literacy development upon which the program is based as well as key curriculum components. A brief explanation of the program's effect on parents and children concludes the article.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

Quiroa, R. E. (2001). The use and role of multiethnic children's literature in family literacy programs: Realities and possibilities. *New Advocate*, 14(1), 43-52.

In this article, Quiroa examines the presence of children's literature in family literacy programs and the role of multiethnic literature in family literacy. The author studied family literacy program descriptions and annotation published between 1988 and 1999. She describes her findings and provides examples of how three family literacy programs use children's literature in their programs. The author's found the role of children's literature was influenced by:

1. Program assumptions about children and families: from deficits to strengths
2. Program goals: family involvement to family empowerment
3. Types of texts used in programs
4. Pedagogy employed

Benefits of incorporating multiethnic children's literature in programs:

1. Potential to promote critical literacy
2. Promote dialogue and community between educators and parents

The author proposes a number of questions to direct future research relating to the role of children's literature for family literacy programs. Questions are grouped by topic and include:

1. Program Goals
2. Content of books
3. Uses of books
4. Participants' backgrounds

5. Roles of children's literature

Cross-Reference:

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

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Rhodes, E. N. (Dec., 1922) Technique of teaching silent reading. *The Elementary School Journal*, 23, (4), 296-302.

Having received unsatisfactory results in all grades on the Burgess Picture Supplement Scale for Measuring Ability in Silent Reading, No. 2, the principal of a school in Massachusetts worked to help her student read more quickly and with greater accuracy. She allowed teachers to find their own techniques but provided suggestions from school surveys, circulars, and periodicals. A complete list of recommendations is included in the article. Teachers and supervisors were urged to use the prescribed methods. When the test was taken again a few months later, there was a significant increase in students' scores.

Cross-reference:

Section C: Program Description and Models

Section D: Curriculum and Instruction

Richards, R. T. (1998). When family literacy begins on the job. *Educational Leadership*, 55(8), 78–80.

This article offers a description of a family literacy program at Winthrop University in South Carolina. This program intends to help employees improve their on-the-job literacy skills through activities involving their families and homes. Three approaches characterize this program: using children's literature, work-related literature, and personal literature. Participants receive job training activities at work and then as part of the instruction, relate these activities to their homes and their families. For example, by learning and responding to literacy strategies used when reading children's literature, the program intends for the participants to use these strategies when reading for personal pleasure or work.

Cross-Reference:

Section C: Program Descriptions and Models

Rodriguez-Brown, F. V., & Mulhern, M. M. (1993). Fostering critical literacy through family literacy: A study of families in a Mexican-immigrant community. *Bilingual Research Journal*, 17, 1–16.

This article presented a study on Project FLAME (Family Literacy Aprendiendo, Mejorando, Educando [Learning, Improving, Educating]), a family literacy program aiming to increase the literacy skills of 3- to 5-year-old children by working with their Mexican-immigrant parents. This program offered four components. Literacy modeling helped parents become literacy models for their children. The literacy opportunity component showed parents how to increase the availability of literacy materials for their children and the literacy interaction component assisted parents in learning how to engage their children in literacy activities. Last, the home school relationships component encouraged parent involvement with the school. Through case studies, interviews, and anecdotal evidence, the authors demonstrated that Project FLAME assisted parents in helping with their children's literacy skills. The authors argue that through helping parents develop their functional literacy skills (literacy skills to meet individual needs for functioning in society), critical literacy is fostered so that families can become empowered to make changes in their lives and their community.

Cross-Reference:

Section C: Program Descriptions and Models

Rodriguez-Brown, F. (2004). Project FLAME: a parent support family literacy model. In B. Wasik (Ed.) *Handbook on Family Literacy: Research and Services*. Mahwah, NJ: Lawrence Erlbaum. 213 – 229

A program designed specifically to enhance literacy learning for a community of mostly Hispanic immigrants is described within this chapter. Home literacy cultures, communication styles, interaction and views regarding literacy are examined within the context of this program. Focus on the concept of *familia*, already central to Hispanic culture, provides a convenient vehicle for applying a family literacy model to this community. Funded by the U.S. Department of Education, the program was piloted in the Chicago public schools before disseminating nationally.

The program objectives are 1) to increase parents' ability to provide literacy opportunities for their children, 2) to increase parents' ability to act as positive literacy models for their children, 3) to improve parents' literacy skills so they can more efficiently initiate, encourage, support and extend their children's learning and 4) to increase and improve the relationship between the parents and the schools.

The instructional program included activities to train participants through a routine of semimonthly workshops. The core program was *Parents as Teachers*, which was

indicates that the article is a research study

conducted in the language most familiar to the participants. Twice a week, participants were involved in *Parents as Learners* – two hour sessions focusing on basic skills. *Parents as Leaders* evolved into a summer institute where outside speakers were brought in to address questions or concerns of the participants. *The Trainers of Trainers* program allowed graduate parents to develop leadership for literacy activities in the community. *Parents as Volunteers* enlisted those program participants as aides for classroom teachers who prepare the parents for their roles before they entered the classroom.

The conclusion highlights that increased self efficacy and social networking into the community are major outcomes from this program, which then positively impact success with parenting and community roles. Specifically, “Validation of knowledge is particularly relevant to new immigrant parents who find themselves isolated” (227). The chapter is of interest to those planning programming or curriculum, or to those planning family literacy within specific cultural contexts.

Cross-Reference:

Section B: Parenting Education
Section C: Program Development and Models
Section F: Assessment and Evaluation
Section G: Culture and Context
Section J: Parent Involvement

Schwartz, W. (1999). *Building on existing strengths to increase family literacy* (Digest No. 145). New York, NY: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED431064)

Schwartz focuses on the success of family literacy programs when reflecting on the strengths of adults. Family literacy programs around the country are boosting academic achievement in adults and children, as well as providing parenting and social skills. Family literacy teachers incorporate what adults already know and build upon that knowledge when developing the curriculum. One of the goals of the curriculum is to facilitate learning by helping participants “use their own knowledge and beliefs as a foundation for additional learning” (p. 2). Other goals for clients include understanding developmental stages of literacy in children, obtaining and giving support for themselves and others, building respect for cultures, building job skills, and setting and reaching personal goals. When adults consider themselves partners in the learning process, they feel engaged and empowered. They feel “personally successful and fulfilled” (p.3). This article provides background knowledge and programmatic examples for those individuals who are being introduced to the program. Practitioners would find this article helpful if they were starting a family literacy program or thinking of joining a program.

indicates that the article is a research study

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

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

Spielman, J. (2000). At the kitchen table: Building home-school partnerships that support learning. *Family Literacy Forum*, 1(1), 9-13.

In this article, the author shared her year-long experiences as a teacher and literacy staff developer. Her objective was to try and find ways of including families in the teaching and learning process. The goals of her experience were to model for teachers how to build mutually respectful relationships with parents, to validate families' knowledge of their own children, and to demystify how literacy works. Providing some successful real-life cases, the author testified to the importance of the home-school relationship. In conclusion, the knowledge that children possess (as a result of living in their families and their communities) is a powerful foundation for successful learning in the formal context of learning that occurs in schools. As a result, the author believes that reaching out to families is one way to connect children's lives to literacy instruction. Furthermore, she suggests that a version of equitable partnerships between families and schools is becoming a reality.

indicates that the article is a research study

Cross-Reference:

Section C: Program Descriptions and Models

Section G: Culture and Context

Strickland, D. (1996, January). Meeting the Needs of Families in Family Literacy Programs. Paper presented at the symposium for Family Literacy: Directions in Research and Implications for Practice, Washington, DC. Retrieved September 10, 2002, from <http://www.ed.gov/pubs/FamLit/need.html>

According to the author, family literacy lacks an agreed-upon definition. However, in general, family literacy programs involve parents, children, and extended family members using literacy in the community and home. This paper focuses on how family literacy works and the different programs that fall beneath the title of family literacy. In addition, the author examines assumptions and purposes in family literacy.

The “family” is a broadly defined term that includes the “range of individuals who live together and function in a more or less traditionally familial way.” The author points out three assumptions when defining family literacy that include improving family well being, improving children’s lives and the environment, and the major role of literacy in the family. Family literacy targets low-income, low-literacy populations. The federal government has provided many programs and acts that tie to family literacy. In addition, state and local governments provide funding for family literacy programs because of the targeted population.

This paper then examines several family literacy programs using journals that devoted issues to the topic of family literacy. Each examination contains a brief description, identification of needs, and the implementation of the program. Critics of family literacy programs are concerned that the staff members that plan and implement curriculum are not collaborating with the targeted population. The author suggests that family literacy programs must ground their efforts in perceived community needs, engage the target population, review and reflect, and offer opportunities for the participants to contribute.

Cross-Reference:

Section C: Program Descriptions and Models

Thompson, L. W. (1988). *Even Start: Factors to consider in planning an intergenerational literacy program*. (ERIC Document Reproduction Services No. ED 321 227).

This document reviews literature pertaining to adult, preschool, and family literacy programs. In her discussion of adult literacy programs, Thompson identifies specific programs, as well as what makes these programs effective. With respect to preschool literacy programs, she highlights the importance of the family in a child's literacy development. She identifies two types of intergenerational family literacy programs in addition to several important factors to take into consideration when planning an Even Start program. Appendix A presents this information in an outline form.

Cross-Reference:

Section C: Program Descriptions and Models

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

Trujillo, O.V. (1997). A tribal approach to language and literacy development in a trilingual setting. *Teaching Indigenous Languages*. (ERIC Document Reproduction Service No. ED415060)

The Pascua Yaqui Tribe of Arizona is a trilingual tribe (Spanish, English, and Yaqui) with a rich cultural background that has roots in Sonora, Mexico. Many members of the tribe are not functionally literate in any language because all three languages are incorporated into instruction. The lack of functional literacy is demonstrated by statistics on school achievement where only about two-thirds of the tribe members have completed the eighth grade and less than one-fifth have completed high school. Many of the tribe members were placed in the learning disabled classes in school because of poor assessment results. Bilingual education was not offered to the students in the public education system. Most members speak Spanish and therefore do not test well on standard English written assessments.

After a lawsuit against the school district in 1973, assessment policies were changed stating that students should be tested in their primary language. In 1984, the Pascua Yaqui tribe adopted a language policy stating that the Yaqui language and culture become a part of the educational process. The Yaqui Family Literacy Partnership Program was created in 1988 and funded by the U.S. Department of Education. The goal of the program was to increase literacy within the family with the hope of increasing educational outcomes of the children. Among the instructional strategies included in the program was the history and cultural themes of the Yaqui tribe. The program was enthusiastically received by the community and gained the attention of the tribal members.

The author of the paper studied the Yaqui people and their literacy viewpoints for her doctoral dissertation and eventually was elected as the Pascua Yaqui Tribal Council Vice-Chairwoman. The author initiated educational projects and community surveys that led to Project Kaateme, the Pascua Yaqui Even Start Family Literacy Program. The intergenerational program builds on family strengths while encouraging positive self-esteem and stimulating children's academic achievement.

indicates that the article is a research study

The focus of this paper was the Yaqui tribe and their challenges with literacy. The tribe realized the importance of educating both children and family members with the goal of improving family situations. This paper has educational implications for both family literacy programs and the trilingual tribe, but all family literacy programs.

Cross-Reference:

Section G: Culture/Context

Section C: Program Descriptions/Models

Walker, C. H., & Yekovich, F. R. (1999). TRALEs to literacy. *Educational Leadership*, 57(2), 57-60.

Walker and Yekovich describe an urban literacy program for K-3 students. This program, Technology-Rich Authentic Learning Environments (TRALE) was based on research supporting the concept of problem-based learning environments. It was designed to develop literacy skills in reading, writing, and mathematics. The program was intended to combine sociocognitive and sociocultural factors with cognitive skill development.

“One instructional framework that develops expertise through providing experiences in a social context is the cognitive apprenticeship (Brown, Collins, & Duguid, 1989). Cognitive apprenticeships are authentic instructional environments in which one or more student apprentices study with a skilled mentor to develop expertise in a discipline or profession. We believe that young children can benefit from a cognitive apprenticeship.” (p. 57)

In the TRALE program, “Teachers create meaningful instruction through authentic, problem-based, learning activities and, when appropriate, through the use of technology... Our idea of meaningful and authentic apprenticeships entails the creation of classroom environments in which the opportunities for acquiring literacy skills simulate those situations that make sense in the everyday personal worlds of children” (p.58). This involved setting up classrooms as businesses, service organizations, and special-interest groups. Classrooms were set up to assume roles as a store, movie theater, newspaper, and a museum. Each classroom had a substantial part of its language arts curriculum designed around problem-based activities associated with that classroom’s role. After evaluation of two years of the program several results were observed:

- Children’s achievement scores on standardized tests were greater for participating classrooms.
- Classrooms became child-centered rather than teacher-centered.
- Collaboration between students and spontaneous collaboration increased.
- Students exhibited competence and the ability to work independently.

- Technology motivated and engaged students for extended, productive periods of time.
- “students want to be legitimate, participating members of a community and will alter their behaviors in positive ways to participate” (60).

Cross-Reference:

Section D: Curriculum and Instruction

Section C: Program Descriptions and Models

Wasik, B. and Herrmann, S. (2004). Family literacy: History, concepts, services. In B. Wasik (Ed.) *Handbook on Family Literacy: Research and Services*. Mahwah, NJ: Lawrence Earlbaum. 3-22

This article begins to examine fundamental questions about literacy, “asking how literacy is acquired; how culture, language, and family life interact with literacy acquisition; and how the home, school, and work environments relate to literacy development” (p. 18). It provides a comprehensive definition of literacy and addresses the debate that surrounds the difficulties in defining this term. It explains the variety of programs which provide family literacy services and their define characteristics. Throughout, different conceptual frameworks behind family literacy programs (ecological theory, family systems theory, parenting, and theories of emergent literacy) are discussed and a helpful timeline of monumental moments in legislation, funding and evaluation of family literacy is provided. Wasik and Herrmann define the concept of family literacy as “literacy beliefs and practices among family members and the intergenerational transfer of literacy to children” (p. 3).

Wasik and Herrmann address the different influences on the development of family literacy programs—theoretical influences; changing demographics; and literacy skill levels, parent educational levels, and participants living in poverty. They then continue by discussing “intervention programs in which literacy is the primary or major focus” (p.13). They break these programs into different categories: one in which programs are designed to reach children directly—High/Scope, the Abecedarian Project, Project CARE, and the Infant Health and Development Program—and programs that reach children indirectly through parent education—Parents as Teachers, the Home Instruction Program for Preschool Children programs, and the Parent-Child Program, all home-visiting programs, and the Motherhead Program.

They conclude the article by raising some general program issues regarding program characteristics and assessment and evaluation procedures. They cite research from both volumes of the handbook which address these issues.

Cross-Reference:

Section C: Program Descriptions and Models

Weinstein-Shr, G., & Quintero, E. (Eds.). (1995). Immigrant learners and their families: Literacy to connect the generations. *Language in Education: Theory and Practice*, 84. (ERIC Document Reproduction Service No. ED 379 964).

This document is a collection of essays intended for the reader who wishes to learn about programs and curricula for adult immigrants and their children. The first section's theme is collaboration. An overview of projects implemented in California for language minority families is presented. Two chapters focus on the collaborative process experienced during the implementation of two literacy programs. The second section, Curriculum: Drawing on Learner Strengths, is comprised of four chapters that each discuss the ways in which specific programs develop curricula to build on participants strengths. Projects discussed in this section include one based on research and participants' needs, one which promoted writing and reading as a form of "social action," one which linked the curriculum to the participants' outside world, and one which had success in using story-telling with a reading program for mothers. In the last section, the following issues are identified: (1) the need to learn more about the participants and their existing literacy practices; (2) the need to develop innovative ways to measure and evaluate change and success within literacy programs; and (3) the need to generalize to the other contexts in which immigrant families learn.

Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section G: Culture and Context

Wheaton, C., & Kay, S. (1999). Every child will read – We guarantee it. *Educational Leadership*, 57(2), 52-56.

In this article, a program adopted by four schools called “1,000 Days to Success” is described. When “faced with low literacy levels, four schools issued a written guarantee: every entering kindergartner would be a competent reader by the end of 2nd grade” (p. 52). Four schools participated in this project. Students participating in the program included: in one school, students speaking 22 home languages and about 70 percent qualifying for free or reduced lunch; in two other schools, 50 percent ESL students, 82 percent qualify for free or reduced lunch, and 37 percent in the Federal Migrant Education program; in the fourth school, 35 percent minorities and 12 percent qualifying for free or reduced lunch.

indicates that the article is a research study

During the program, schools kept track of student progress in short intervals and informed both parents and the community. Administrators and teachers worked together and regularly discussed effective instructional practices, intervention, and also collected data. Strategies that were implemented included:

- An uninterrupted morning literacy block
- Teachers focus on maximizing instructional time
- “We have not found on curriculum or program that magically teaches every child to read. Our approach is to employ every available resource that demonstrates potential usefulness. We use all the weapons in our pedagogical arsenal—and continually look for better ones...” (p.53).
- As many as 20 percent of the students received one-on-one intervention from a Reading Recovery-trained teacher.
- Use of an on-site literacy coordinator
- Utilize cross-age tutors
- Change student-study teams frequency of meeting and intervene early to address learning disabilities, poor attendance, vision and hearing problems, etc.
- Collaboration between schools, teachers, parents, community members, and businesses
- Institute volunteer reading programs

Results for the first school indicated great improvement the first year and, at the point of writing, 82 percent of the first class was on target for the second year. In another school only 65 percent of the first class were on target and a summer reading program was initiated. In a third school, 53 percent of kindergarten and 1st grade students were above their benchmark in the fall, but by winter 72 percent of those students had progressed to at-or-above grade level. The most significant results, found in the program, were the intensive efforts put forth for those students who needed extra help.

School reform for these programs spread to other aspects of each school’s programs and is based on results-based management. The program defined four components to help improve practice: career path, collaboration, community of practice, and participatory management. Technology has assisted in their reform process as they incorporated virtual committees, discussion groups, listservs, newsletters, and resources sites.

Cross-Reference:

Section C: Program Descriptions and Models

indicates that the article is a research study

Willis, E., Kabler-Babbitt, C., & Zuckerman, B. (2007). Early literacy interventions: Reach Out and Read. *Pediatrics Clinic of North America*, 54(3), 625-642.

This article provides a description of Reach out and Read (ROR), a shared reading program that targets low-income families and uses pediatricians and other health care professionals as the point of contact for parents. The authors maintain that this approach can increase children's literacy and health. During baby well-checks, the ROR model instills the importance and enjoyment of reading in parents with very young children and provides books and instruction in shared reading techniques. The authors summarize seven reports that offer support for the effectiveness of the ROR model. However, it is not evident if all studies were based on the ROR model, or whether these studies support their claim that the ROR model is an evidence-based program. This article offers an interesting look at how professionals other than educators can be literacy providers. However, it should be noted that the authors base their literature review in certain assumptions (e.g., poverty creates low-literacy and vice-versa; children's literacy development relies on parents' love for reading and ability to engage in shared reading; race/ethnicity are linked to low levels of literacy) that can lead to a simplistic understanding of the ROR program and literacy solutions.

Cross-Reference:

Section C: Program Descriptions and Models

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.

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

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