



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section J:
Parent Involvement**

Parent Involvement: Focuses on the practices of parents and their involvement with family literacy. Parent involvement also explores collaboration and interactions of parents with educators, schools, and other educational programs and institutions

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:

Family Literacy as a Intergenerational Approach to Education by Sharon Darling
Intergenerational Literacy Intervention: Possibilities and Problems by Peter Hannon
Workforce Education, Family Literacy and Economic Development by Thomas Sticht
Parent Involvement in Parent Literacy: An Anti-poverty Perspective by Ray Phillips
Techniques in Family Literacy by Keith Topping
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.

Cross-Reference:

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

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Baker, A. J. L., Piotrkowski, C. S., & Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) 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 (HIPPY) 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 HIPPY story books and educational activities with their preschool children. This report presents findings on the effectiveness of HIPPY 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 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

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

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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

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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

Bermudez, A. (1994). *Doing our homework: How schools can engage Hispanic communities* (chap. 1). Retrieved from <http://clas.uiuc.edu/fulltext/cl00136/chapter1.html>

This chapter summarizes some of the empirical evidence that supports the idea that parental involvement in their children's schoolwork is in the best interest of the schools, students, and parents themselves. Bermudez aims to provide a rationale for why Hispanic parents should remain involved with their children's school through the upper grades (secondary education).

The research topics addressed are:

1. Student academic achievement: *Student achievement can be improved through parental involvement in the schools.*
2. Language achievement: *Parents who read and speak to their children in their native language will help their children develop the skills they need to succeed in their acquisition of English.*
3. School behavior and attendance: *When schools and parents work together to establish behavior guidelines then students will not be confused by mixed messages.*
4. Science and mathematics achievement: *Parents play a key role in their children's formations of ideas about the different possibilities for their futures.*

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5. Cognitive growth: *Research demonstrates that when low-income parents participated in schools that their children's verbal concepts and other school related skills improved significantly.*

Summarizing some of the research on how parents benefit from involvement with their children's schooling Bermudez demonstrates the relationship of parental self-confidence and their becoming involved in school activities or in advocacy roles for their children. Research shows that parents want to know more about how to help their children learn.

The chapter concludes with a brief discussion regarding parental involvement in secondary education. She argues that this is the time in which parents tend to become less and less involved with their children's school work. She claims that children turn more towards their peers as role models during this time in their lives, and how this type of situation can be very threatening for a home where the language and culture are not that of the mainstream.

This is the introductory chapter to an on-line book which provides a historical perspective on how Hispanic parents became disengaged in their children's schooling.

Cross-Reference:

Section B: Parenting Education

Section G: Culture and Context

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

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

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

Cross-Reference:

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section G: Culture and Context

Section J: Parent Involvement

##Britto, P. R., Brooks-Gunn, J., & Griffin, T. M. (2006). Maternal reading and teaching patterns: Associations with school readiness in low-income African American families. *Reading Research Quarterly*, 41(1), 68-89.

The authors designed a quantitative study, based on Vygotsky’s theory of learning as a social and linguistic process, to examine the congruence between mother-child reading behaviors and puzzle solving interactions. The researchers found that the maternal teaching pattern (guided assistance, use of instructions, matching child’s needs, clear verbal cues, affective aspects of reading, vocabulary use, and timing of conversation during book reading) correlated strongly to the child’s use of expressive language and school readiness skills. This study demonstrates that both types activities are important to a child’s school success; the authors suggest that parent-child programs should focus

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on a range of interactive activities, beyond shared reading experiences. Novelties of this study lie in the examination of parental teaching strategies across two common home activities, in which maternal verbal ability and education were controlled for in the regression models and the large sample size (126 dyads).

Cross-Reference:

Section A: Parent and Child Interactive Literacy Time

Section J: Parent Involvement

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

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##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 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

Caddell, D., Crowther, J., O'Hara, P., & Tett, L. (2000, September). *Investigating the roles of parents and schools in children's early years education*. Paper presented at the European Conference on Educational Research, Edinburgh, UK. Retrieved August 13, 2003, from <http://brs.leeds.ac.uk/educol/documents/00001660.htm>

This paper highlights issues for schools and parents in developing partnerships in early education. The City of Edinburgh’s Education Department funded this study to investigate the question, “What encouraged and discouraged parental involvement in the thirty-five at risk primary schools in the Early Intervention Programme?” This study was undertaken to establish how working class parents could be supported to help their children learn in the early years. It also sought to ascertain how schools could facilitate the engagement of parents as partners in their children's learning. It investigated the factors that encouraged and discouraged parental involvement in schools located in socio-economically-excluded communities. The study was divided into two phases and used teacher/administrator questionnaires, parent questionnaires, mini case studies at four schools (on site focus group interviews), and a pertinent document review.

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The authors use the study findings to illustrate a discussion on the rationale for involving parents, communicating with parents, parents as “junior partners,” perceptions of the effectiveness and value of parental involvement, and home learning. More specifically it examined what the managers of schools, located in such communities, communicated to parents about their children's early learning, how they communicated and how effective they thought their communications were. These views were compared and contrasted with the views of parents from four case study schools.

In the study the authors found the partnership discourse created challenges for parents and schools that were by no means easy to resolve. These and the way they may be addressed by schools are explored and some of the limitations of the partnership discourse are highlighted. In particular, it is suggested that the potential richness of a two-way partnership between the home and the school is less likely to occur in the way the partnership discourse positions the parent as a "junior" partner in the business of learning.

Cross-Reference:

Section B: Parenting Education

Section J: Parent Involvement

Cairney, T. H., & Munsie, L. (1995). Parent participation in literacy learning. *The Reading Teacher*, 48(5), 392-403.

This paper describes a program whose goal is to involve parents more personally in the literacy development of their children. The influence of the home environment is very important to the language learning process of children. Therefore, school success is believed to be strongly associated with a range of factors including family and cultural backgrounds. Yet, educators seem to take this for granted and have failed to bring schools and their communities together. Schools need to become more aware and responsive to the cultural diversity in their communities and parents need to grow in the knowledge and understanding they have of schooling.

One reason for the gap between schools and parents is that parents may not feel competent enough to deal with the school work of their children. Another reason cited is that teachers have negative attitudes toward parents because they are believed to be apathetic and disinterested in their children's education. The authors caution that school officials need to question this assumption about low-income parents. Most often, parents want to help but have few ideas about how to help.

A way to reduce the barriers between schools and parents is to give teachers and parents a chance to understand the way each defines, values, and uses literacy as part of cultural practices. It is not a good practice to coerce or even persuade parents to take on the literacy definitions held by teachers. Parents must be viewed as partners, thus

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establishing a reciprocal relationship. This leads to each party achieving a better understanding of the other.

The Talk to a Literacy Learner (TTALL) is designed to monitor parent interactions with their children; the strategies parents use to interact with their children when they read and write. The major goals of the program are to: increase parental participation in the literacy activities of their children; change the nature of the interactions adults have with children; introduce parents to a range of literacy practices; train community resource people who could be deployed in a wide range of literacy activities; raise community expectations concerning literacy and education; and serve as a catalyst for a variety of community-based literacy activities.

Overall, the program had an impact upon the way parents interact with their children; offered parents strategies they did not have before; helped parents choose resource material, help children with book selection, and use libraries more effectively; parents gained new knowledge; parents' families were affected; parents began to share their insights outside the family; parents gained a greater understanding of schools; parents grew in confidence and self-esteem; Children's literacy performance levels, attitudes, and interests were affected; and the program had an impact on the school and preschool.

The TTALL program was highly effective in creating a greater sense of partnership in the education of children involved in the project. What still remains to be determined is whether the program will have long-term effects on the literacy competence of the children whose parents were involved.

Cross-Reference:

Section B: Parenting Education

Section G: Culture/Context

Section D: Curriculum and Instruction

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.

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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

##Ceprano, M. (2003). Parents and children working together: A paradigm for inclusive reading assistance. *Family Literacy Forum*. 2(1), pp.5-11.

Research has indicated that interactions between the parent and child which focus on print during the early year's impacts literacy growth considerably and provides the groundwork for the emergence of reading and writing skills as the child enters school. Researchers have proposed that when parents provide young children with a variety of language-based experiences that literacy development is enriched and accelerated. However, the support so necessary for young children's acquisition of literacy skills cannot be provided when parents themselves are faced with low literacy skills.

This article highlights two case studies where the literacy skills of both the adult and child improved using constructivist instructional methods. The studies focused on the belief that the acquisition of literacy skills is supported by the process of constructivism through which individuals assimilate new skills based on their previous knowledge. The interactive behaviors between the adult and child using the constructivist process resulted in improved literacy skills for both the child and adult.

The researchers implemented constructivist instructional methods by encouraging parents to incorporate the strategy of coaching with their children. This was accomplished by encouraging parents who exhibited low literacy skills themselves to participate in the sessions where their child was receiving support services for reading and writing. Involvement in these sessions provided literacy support for the parents as well as providing them with literacy strategies they could use at home.

indicates that the article is a research study

The article, designed primarily for practitioners, but also relevant for researchers, reported positive outcomes from the studies. The studies indicated parents with limited educational backgrounds were engaged in coaching their children in playful explorations of print.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

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

In this article, the author describes the Children's Services Family Literacy Projects of the Queens Borough Public Library in New York. This library system provides the largest national ESL program for adults, adult literacy programs, book-based pre-school programs, services to local schools, and a parent-child workshop program. They include parenting collections in the children's room and provide formal parenting programs. The goal of the pilot family literacy project was to "involve both parents and children in learning activities in the home that also support formal education programs for either age group" (p. 27). The target audience was parents who were new adult learners in their adult basic education and ESL programs. These parents' children would be the secondary audience of the project. After a previous unsuccessful attempt at a long-term family literacy program, this program was designed to be short, simple, and fun. There were to be three sessions for the program. The first focused on the importance of reading to young children. The second session introduced easy and inexpensive ways to encourage science and math learning. The third session included a party, a model picture book program, and an evaluation session. Each participating family received a packet of print materials to supplement literacy activities at home.

Program evaluations:

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

indicates that the article is a research study

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

Crawford, P. A., & Zygouris-Coe, V. (2006). All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33(4), 261-267.

This article provides a historical overview of family literacy and identifies several implications for teachers. The authors advocate for a collaborative approach between parents and schools, recommending that parents take a more active role in the curriculum and that teachers work actively to encourage parent participation. In an effort to bridge home-school partnerships, the authors recommend home visits by teachers, meetings, and newsletters. Furthermore, the authors advocate providing materials for parents to use at home, such as electronic resources on family literacy activities, books, take-home book programs, and literacy learning kits. The authors provide several good recommendations for websites and books that can be provided to parents to help facilitate home literacy activities.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Cunningham, C. (2002) "Engaging the community to support student success." *Clearinghouse on Educational Policy and Management*. (ERIC Digest No. 157)

Cunningham urges school boards, district officials, and principals to take an active role in public engagement as a means of promoting student achievement and success. Rather than merely acknowledging the importance of community involvement, school administrators must intentionally seek out new ways to communicate the educational standards. He recommends focus groups, telephone polling, public meetings, e-mail, and study circles as the most effective means through which to reach beyond the school's walls. The creation of leadership teams of teachers, parents, students, and community member provides these groups with a sense of agency that will serve to maintain long-term support for the process.

Cross-Reference:

Section J: Parent Involvement

indicates that the article is a research study

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

##Delgado-Gaitan, C. (1990). *Literacy for empowerment: The role of parents in children's education*. London: Falmer Press.

This ethnographic study describes a Mexican Spanish-speaking community in the United States and is intended for both researchers and school personnel. The main research questions address how parents assist their children in the education process, and how parents socialize each other in dealing with the school. As part of the study, the author followed 20 families with children participating in second- and third-grade. To understand how parents helped their children, the ethnography focused on the literacy practices in the classroom and the home. The author also focused on parent involvement and attended school events such as parent meetings, parent training workshops, and informal interactions between families and school personnel. The book concludes by discussing theoretical, practical and policy implications

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section G: Culture and Context

Section J: Parent Involvement

indicates that the article is a research study

Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review*, 58(3), 280-290.

In this article Delpit addresses the five aspects of the culture of power and how they relate to the educational experience (culturally and academically) of minority and low-income children. The implicit and explicit "rules of power" affect the roles and relationships of parents, teachers and students and the educational experience. Therefore, these rules need to be explicitly taught so that this structure is available to all of society. Concrete examples from the parent and teacher perspectives give interesting insight to the discussion. This article is of interest to staff, curriculum developers, administrators and teachers as it provides useful considerations for parent involvement, teacher interaction with students and curricula development.

Delpit poses that there are five aspects of power displayed in the classroom. They are (1) issues of power are enacted in the classroom; (2) there is a "culture of power" (i.e. codes and rules to follow); (3) the rules of power reflect the culture of those "in power"; (4) knowing the rules or having the rules explained explicitly increases the ease with which one can acquire power; and (5) those in power are least aware of the power structure, whereas, those that have the least power are the most aware of its presence. These aspects of power are responsible for the "schism between liberal educational movements" and non-mainstream communities. (p 282)

The two aspects that are most closely examined in this article are (4) and (5). Delpit suggests "that students must be *taught* the codes needed to participate fully in the mainstream of American life." (p 296). Delpit provides concrete examples of misunderstanding, cultural information, failure and solutions in the area of reading, writing and behavior to support her theory. Furthermore, parents and members from the cultural community must be engaged and heard in discussions about education and culture so that the educational system can be a place of teaching and learning for all children.

Cross-Reference:

Section:G Culture and Context

Section I: Professional Development

Section D: Curriculum and Instruction

Section J: Parent Involvement

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

Dion, J. A. (nd). *Cultivating Habits of Parental Involvement*. Retrieved January 25, 2002, from http://courses.ed.asu.edu/nakagawa/FT_Parent.htm

Currently, there is an emphasis on parental involvement in education. Goals 2000: Educate America Act states that “by the year 2000, every school will promote partnerships that will increase parent involvement and participation in promoting the social, emotional and academic growth of children” (p. 1). The purpose of this research was to examine the effectiveness of early intervention family literacy programs in sustaining parental involvement habits. This paper was a research study that is based on the Family Tree program, which is an Even Start program, in Mesa, Arizona. The findings were measured by the teachers’ parental involvement reports.

Dion examined two major questions in this study. “Does participation in a family-literacy, early intervention program affect the typical pattern of parental involvement throughout a student’s primary grades? Does the intensity of the family intervention affect the relative patterns of parent involvement?” (p. 5) The research was based on an exploratory retrospective review of data collected and maintained by the Mesa Family Tree Program. The participants spanned a seven-year period in four separate groups, mixing genders in each group. The results of the study confirmed the researchers’ hypotheses. On the first question, parental involvement was found to be above or on average across the range of participants. With the second question, the study found a positive correlation between exposure to the intervention program and parental involvement. The greater intensity of exposure, the better the parental involvement. The paper also includes a chart with the survey questions and reported percentage of parental participation.

This paper would benefit researchers in the family literacy field because the study provides a step in evaluating the efficacy of the parental involvement component of the Family Tree program. It provides background data on family literacy and the Family Tree program. It also implies the need for more research to be conducted in this area.

Cross-Reference:

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

Section J: Parent Involvement

Dudley-Marling, C. (2001) School trouble: A mother’s burden. *Gender and Education*. 13 (2), 183-197.

Schools’ emphasis on increased parental involvement assumes that the active participation of mothers and fathers in their children’s education increases students’ level of achievement. However, little consideration is given to the effect the required efforts may have on parents. Dudley-Marling’s study of 23 parents whose children experienced

18

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academic difficulty in school focuses on the extent to which mothers bear the entirety of the material and emotional burdens of their children's struggle in school. He finds that the quality of these women's lives is greatly diminished by the amount of responsibility they must assume. While the conclusion is directed to politicians and policy-makers, program developers and teachers would also benefit from the awareness Dudley-Marling raises about the high cost involvement in the school presents for some parents.

Cross-Reference:

Section G: Culture and Context

Section J: Parent Involvement

Durán, R. (1996, January). *English immigrant language learners: Cultural accommodation and family literacy*. Paper presented at the symposium for Family Literacy: Directions in Research and Implications for Practice, Washington, DC. Retrieved September 12, 2002, from <http://www.ed.gov/pubs/FamLit/english.html>

The author defines literacy in the contexts of cultural practice, institutional practice and linguistic practice. Literacy is the “semiotic ability of individuals to interpret and act upon the world within cultural and social communities of practice” (p. 1). This definition implies that there is an important connection between language communication and every day cultural activity and that communicative competencies are directly linked to the socio-cultural and cultural practices of community members. The author further suggests that the acquisition and use of one or more languages cannot be separated from the acquisition of skills that allow you to be a competent participant of all activities that require the use of language. These opinions strongly support research stating that second language acquisition is enhanced when it arises from comprehensible input. In this first section, the author also introduces the idea of “cultural-linguistic capital” as the “know-how developed through social experience and familiarity with the social, cultural, and linguistic demands of everyday interactions” (p. 1). It is not enough to use formal questionnaires and surveys as assessment tools of basic reading, writing, oral comprehension, and speaking competencies of immigrant families. The author suggests we go beyond this practice and focus on how well immigrant families can perform isolated communicative functions, such as visits to the doctor or an employment office. The observation of these types of activities are better indicators of an immigrant family's acquisition of “social capital” and are better indicators of the types of program that need to be put into place. Finally, the author suggests that we need to implement improved methods of communication that allow immigrants to participate competently in cultural and social activities of significant value requiring the use of language.

This author also cites examples of how institutions fail to meet specific literacy needs of immigrant families in regards to housing, English language learning, employment, family restructuring, health care, and parental reaction to and involvement in children's schooling. The author closes by providing some directions for literacy intervention

19

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research especially in the areas of “cultural-linguistic capital” and “institutional capital,” bi-literacy, and electronic technologies to improve literacy.

Cross-Reference:

Section G: Culture and Context

Section J: Parent Involvement

##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, 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 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

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

20

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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 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

Ferguson, C. (2005) "Reaching out to diverse populations: what can schools do to foster family-school connections?" *A Strategy Brief of the National Center for Family and Community Connection with Schools.*

This strategy brief highlights the need to consider the cultural differences in definitions of parent involvement, stressing that overcoming the obstacles these discrepancies create is

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crucial if meaningful participation is to be attained. Ferguson provides a “school snapshot” to illustrate the divergence in what schools and parents mean by parent involvement and the positive outcomes that can occur when a common understanding is reached. A list of issues to consider when reaching out to diverse populations and specific steps that schools can take to break down the barriers that exist is included. These suggestions are particularly helpful for program developers and school administrators interested in increasing parent involvement.

Cross-reference:

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

##Fitzgerald, J., Spiegel, D. L., & Cunningham, J. W. (1991). The relationship between parental literacy level and perceptions of emergent literacy. *Journal of Reading Behavior, 23*(2), 191-213.

This is a well-organized paper with detailed descriptions of the research methods used. This study examines parental perceptions of young children’s literacy development and explores the relationship between parental literacy level and perceptions of the importance of literacy artifacts (such as newspapers, children’s books, paper, and pencils) and events/experiences in preschoolers’ literacy development. Literacy events are further divided into child-focused events such as listening to stories, watching Sesame Street, and adult-focused events such as checking the schedule in the TV Guide or using written recipes. Literacy, in this study, refers to reading and writing.

The subjects, 108 parents, were interviewed and given the Wide Range Achievement Test (WRAT) as criterion for their reading grade level. The interview had three subsets of items—two open-ended, 37 Likert, and several demographic. The two open-ended questions were:

1. Why do you think some children learn to read and write well in school and others don’t?
2. Do you think there is anything parents of two- to four-year-olds might do to help their children learn to read and write better when they start school? (If yes, what?)

Responses to the open-ended items were tape-recorded and later transcribed. The reliability and validity of the Likert items were further tested. Characteristics of both low- and high-literacy caretakers were compared: In this sample, race of the caretaker and literacy level were highly correlated, with whites tending to be more literate.

The results of the study may be characterized into:

A. General parental perceptions of preschoolers’ literacy development:

- Literacy artifacts and events during the preschool years were viewed as important

22

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- What is done with the available literacy artifacts was seen as more important than simply having the artifacts themselves
 - Simple literacy materials (books, pencils, paper) were seen as the most important kinds of materials to have in the home for nurturing literacy
 - Natural interactions with books was viewed to be the most important kind of literacy event; skill-oriented and solitary activities were the least important
 - Though both were perceived as important, children’s participation in the events was more important than seeing adults doing the literacy activity
 - Early literacy development was characterized more as learning about reading than writing.
- B. Similarities in responses to open-ended questions by parents with lower versus higher literacy levels:
- Very little of their talk focused on literacy artifacts. -Parents tended to see events that involved the child and the child’s own aptitude or disposition towards literacy learning as the most central features of early literacy learning
 - Both groups focused on reading much more than writing as part of literacy
 - The role of schools or teachers in children’s literacy success was rarely mentioned in response to question 1
- C. Differences in perceptions of parents with lower versus higher literacy levels:
(There was a significant negative relationship between parental literacy level and perceptions of the importance of literacy artifacts and events.)
- For artifacts, both groups thought simple materials such as paper, pens, and magazines were most important, but it is interesting to note that among top-ranked items for low-literacy caretakers there were also materials that might be considered instructional (alphabet blocks and flashcards)
 - On the whole, compared to the high-literacy caretakers, the low-literacy caretakers tended to give more importance to special-use items, that is, items might teach something, or that might be explicitly associated with skill development
 - Low-literacy caretakers generally had much less to say than high-literacy caretakers regarding the questions asked in terms of length and varieties of responses
 - High-literacy caretakers tended to perceive adult-focused or role-modeling activities and child-focused activities as roughly equivalent in importance; however, low-literacy caretakers felt role-modeling was less important than child-focused activities

Suggestions for Future Research:

- Why do low-literacy parents seem to have a bundle-of-skills view of literacy, and why do high-literacy parents tend to see literacy as cultural transmission?

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- What kinds of intergenerational or early childhood interventions would be most effective with parents with low-literacy levels?
- How are parental perceptions of emergent literacy related to what they parents actually do with their preschoolers in their homes?

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

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 Earlbaum.

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

indicates that the article is a research study

Gadsden, V. L. (1994). Understanding family literacy: Conceptual issues. *Teachers College Record*, 96, 58–86.

This article examines the current research in the field of family literacy. The first of the article's four sections identifies major sources of influence on current literacy research, such as cross-cultural and social issues, intergenerational literacy, and parent-child literacy, as well as the influence of practice. The second section, about the nature of families and family support, describes five assumptions as the foundation of a conceptual framework. Gadsden then discusses the recent policy impetus for family support efforts and explains how it serves to link literacy to family support. She argues that before this link can be successful, literacy research and practice must catch up in the areas of family functioning and development. She concludes by stressing that family literacy learning be conceptualized broadly and as an ongoing activity that varies alongside changing life needs.

Cross-Reference:

Section D: Curriculum and Instruction

Section G: Culture and Context

Section J: Parent Involvement

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.

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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

##Griffith, A. I., & Smith, D. E. (2005). *Mothering for Schooling*. New York: RoutledgeFalmer.

Griffith and Smith provide a concise and insightful argument regarding the role of mothers in equipping children for school and the instrumental role they play in creating successful schools. Using interviews conducted with teachers, mothers and administrators, the authors uncover a *mothering discourse*. This discourse uses an idealized middle class mother as a standard to shape maternal behavior through policy, moral and social discourse, and the ideal of a “standard North American family.” The discourse links mothers’ behavior to the success of their child and the school. This success, notably, relies on the unpaid participation of mothers (i.e. homework help, participation in the school, creating extracurricular learning experiences). The interviews demonstrate the financial and job-related constraints on poor or working class mothers to similarly participate in “school life.” This dependence on women’s “voluntary” labor, the authors find, creates an “*engine of inequality*” through which educational and social disparities are reproduced, not simply for individual children, but more importantly between schools.

Cross-Reference:

- Section G: Culture & Context
- Section J: Parent Involvement

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

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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, and 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

indicates that the article is a research study

Harmon, H. L. & Dickens, B. H. (2004) In small communities, partnerships with parents and the public are keys to school success. *American School Board Journal*.

The federal government requires increased parent involvement, but the emphasis on testing and the lack of opportunities for involvement in rural areas may impede full implementation. Through an initiative sponsored by NSF, Harmon and Dickens address this disconnect that exists between the theory and reality of parent involvement. Although their project dealt with math and science, they believe the increase in achievement resulting from cooperation between schools and communities is possible in other areas of the curriculum. They target school board members, directing them to take ten action steps to encourage commitment between rural schools and parents. These include: assessing the current situation, creating policies and supporting practices that encourage involvement, setting expectations for teachers and superintendents, encouraging principals to support involvement, finding customized training and support, approving budgets that provide financing for involvement, recognizing achievement, and maintaining a positive relationship with the public.

Cross-Reference:

Section D: Curriculum and Instruction

Section G: Culture and Context

Section J: Parent Involvement

Hiatt-Michael, D. B. (2001). Parent involvement in American public schools: A historical perspective, 1642-2000. In S. Redding & L. Thomas (Eds.). *The community of the school* (pp. 247-258). Lincoln, IL: Academic Development Institute.

Hiatt-Michael's historical examination of parent involvement in American public schooling, from 1642 to 2000, aims to ascertain the factors that caused the apparent separation between parents and schooling. During the early years in America, parents had control over school governance, curriculum, and choice of teachers. The belief that public education would lead to equality of opportunity, ensure participation in democracy, and create a common culture among the country's diverse elements led to the creation of public school system. Since industrialization, the school system has undergone bureaucratization and professionalization, and the layers of bureaucracy have separated the parents from the daily decision-making operations in education. Parents responded by creating parent organizations as well as bringing court cases against the public school system. In conjunction with court rulings, parent involvement was assisted by educational researchers whose studies highlighted the positive influence of parent involvement and parent education on student achievement. Hiatt-Michael concludes that there is a recent trend towards schooling that increasingly involves parents. The book makes an important contribution by placing parent involvement in historical perspective.

indicates that the article is a research study

Cross-Reference:

Section J: Parent Involvement

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.

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.

indicates that the article is a research study

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. (2000). *Parenting and career development* (Contract No. ED-99-CO-0013). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED440251)

In this digest, Kerka examines how the role of parents influences career development in their children. This work suggests that family relationships can provide security that can promote exploration and risk taking. Kerka relates that studies have shown that an authoritative style of parenting is associated with “self-confidence, persistence, social competence, academic success, and psychosocial development.” Kerka states that “family functioning has a greater influence on career development than either family structure or parents’ educational and occupational status.” The author summarizes current research by saying, “Using an authoritative parenting style, proactive parents help children learn to be autonomous and successful in shaping their own lives. They also transmit values about work and teach important lessons in decision making, work habits, conflict resolution, and communication skills, which are the foundation of career success.”

Kerka suggests that career counselors and career educators should “(1) shift the focus from the individual to the family system; (2) develop a new and richer view of parent involvement in schools; (3) help families become more proactive; and (4) consider ways of duplicating helpful types of family functioning in schools, especially for children whose families are not proactive.”

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section J: Parent Involvement

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##Leseman, P. P. M., & de Jong, P. F. (1998). Home Literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-318.

Literacy development is thought to begin at home long before formal instruction in reading and writing begins at school. Literacy development begins at home through the introduction of books and participation in literacy-related activities between parents and their children. However, large differences exist among the home literacy environments provided by families, and consequently the preparation of children for school learning. In this paper, the authors examine three issues they consider relevant to family literacy.

The first issue examines the constructive processes responsible for the association between home literacy and developmental and educational outcomes. They question they try to answer is whether “mere exposure and modeling of certain behaviors are sufficient or whether co-constructive interaction leading to higher levels of knowledge is essential to obtain results.” Taking a social constructivist perspective, the authors side with research stating that several aspects of the home literacy environment are crucial for the development of children’s language development and literacy acquisition. These aspects include: opportunities to participate in literacy-related activities; the passing down or teaching to their children, by parents, the knowledge involved in these processes; and finally, in order to guarantee high involvement and good cooperation, affective/motivational aspects are also important. While other studies have observed these facets one at a time, the authors of this paper examine their separate and joint contribution to children’s language and literacy development.

The second issue addressed by this study is the contextuality of home literacy. Often, research [quantitative] has observed home literacy through a limited social and cultural context inclusive only of a family’s socioeconomic status, race, or ethnicity. In turn, this skews the insight into the functional and meaningful relationships of home literacy aspects with the larger features of daily life connected to socioeconomic conditions and minority status. In this paper, the authors try to lessen the gap that exists between ethnographic and quantitative studies.

The third issue addressed by the authors is the relationship between home literacy and language and literacy development. The current assumption is that home literacy is a causal link for language development. However, this assumption can no longer be considered valid because correlational techniques can equally point causal links to the reverse. Instead, the authors of this paper used a longitudinal design to strengthen the causal conclusion.

The results of this study indicate that home literacy does determine school literacy achievement even when effects for early language level and home language are controlled. The authors also find that the degree of opportunity for literacy interactions does affect literacy learning, however, literacy and language development are not

indicates that the article is a research study

affected by the social-emotional quality of the interaction. Finally, the authors caution that a too narrow focus promoting children's literacy may be insufficient in bringing about lasting change. Instead, attention should be paid to the broader sociocultural context of the home literacy environment, in particular when working with ethnic minority groups and special attention should be given to enhancing literacy use for pleasure.

Cross-Reference:

Section G: Culture/Context

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Le Tendre, M. J. (1997). Strengthening the ties between Title I and family literacy. *Journal of Education for Students Placed At Risk*, 2, 3–5.

The author of this article provides suggestions on how Title I can support initiatives such as family literacy to enhance parent involvement. Because Even Start limits family involvement to families with children between the ages of 0 to 8, Title I funds can target family literacy initiatives for families with children older than 8 years. Schools can also use Title I monies to implement family literacy models or supplement existing programs. For example, Title I funds can be used for preschool services.

Cross-Reference:

Section H: Government Policy

Section J: Parent Involvement

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.

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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 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

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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;
- 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

Miller, S. F. (2005) Bringing together home and school. *Family Literacy Forum*, 4 (1), 3-11.

Influenced by years of work in schools, Finn Miller addresses the issue of inequity in parents' ability to advocate successfully for their children. In particular, she looks at the question of what role adult and family literacy educators could play in opening up two-way conversations between schools and families about these "great contrasts" in order to address the community's needs more effectively.

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As a means of contextualizing the article, Finn Miller briefly considers previous research on parent/family involvement. She includes several studies that demonstrate the positive academic outcomes made possible by parent/family involvement. Others stress the effect of culture and family background on the relationship parents have with the school. She looks more closely at Even Start programs through one qualitative and two quantitative studies that consider family characteristics that predict participation, and success, in these programs.

Finn Miller notes that there are several barriers that may prevent family involvement, including school environment, culture and language, educational level of parents, psychological issues, and logistical issues. She suggests that awareness of these issues and attempting to adapt the school to fit parents' needs better may increase advocacy. Drawing on the work of several researchers and theorists, Finn Miller stresses the importance of the teacher's role in facilitating family involvement. She also recognizes the need for teacher training in how to most effectively take on this responsibility. Her research and suggestions are beneficial for both teachers and staff developers.

Cross-reference:

Section G: Culture/Context

Section J: Parent Involvement

Morrow, L. M., Tracey, D. H., & Maxwell, C. M. (Eds.). (1995). *A survey of family literacy in the United States*. Newark, DE: International Reading Association.

This book, intended for use by teachers, parents, and policymakers, describes the historical development of the field of family literacy, as well as a current picture of family literacy in the United States. It offers detailed information about specific programs in the field in its more than 100 sources concerning family literacy. In addition to an Overview section, there are several other sections providing informative entries: Parent Involvement Programs; Intergenerational Programs; Research on Naturally Occurring Literacy in Families; Agencies and Associations Dealing with Family Literacy; and Further References About Family Literacy.

Cross-Reference:

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

Section H: Government Policy

Section J: Parent Involvement

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

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

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

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

36

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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

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.

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Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

National Center for Family Literacy. (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

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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

National Center for Family Literacy (2001). *Research: Literacy Facts & Figures*. [Online] Available: www.famlit.org/research/research.html

The National Center for Family Literacy's web site divides their Research: Literacy Facts & Figures into two categories: research on family literacy, and research on other literacy topics.

NCFL's Research on Family Literacy

This report provides statistics that support the claim that "family literacy works better than traditional approaches to adult education, early childhood education, or stand-alone

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parent programs for the most vulnerable adults and children.” Statistics are given to show increases in:

- Parents’ education
- Parental at-home literacy involvement
- Parents’ employment status
- Parental involvement in children’s schools
- Parenting efficacy
- Parents’ internal locus of control
- Self-esteem
- Program retention rates

And decreases in:

- Dependence on public assistance
- Children’s “at-risk” status

NCFL’s literacy facts and figures about literacy topics include statistics relating to:

- Adult literacy in the U.S.
- Education and economics
- Families, income, and poverty
- Public assistance and welfare reform
- Employers, workers’ skills, and the New Economy
- Crime
- Voting behavior
- The home literacy environment
- Pre-school education
- Kindergarten
- U.S. student achievement
- Schools and teachers
- International comparisons to U.S. education
- Television
- Homework
- Absence from school
- Parental involvement
- Fatherhood
- Technology

Cross-Reference:

Section H: Government Policy

Section J: Parent Involvement

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##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 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 "meaning-making," (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.

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Cross-Reference:

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

##Neuman, S. B., Hagedorn, T., Celano, D., & Daly, P. (1995). Toward a collaborative approach to parent involvement in early education: A study of teenage mothers in an African-American community. *American Educational Research Journal*, 32, 801–827.

This qualitative study explored beliefs about children's literacy and learning held by 19 African-American teenage mothers participating in a family literacy program. Even within this relatively similar group, parents held a variety of beliefs on their role and their child's role in learning and literacy. Further, parents varied on general beliefs about learning and literacy and schooling. Although parents varied in their perspectives, the authors also noted that mothers held shared goals demonstrated through four quotations: (1)"You gotta teach them something;" (2)"I want my child to be safe;" (3)"A good teacher is keeping that respect;" and (4)"What I'm doing, I'm doing for her." The authors stress that practitioners and researchers need to be careful not to view ethnic or cultural groups as homogenous in their beliefs. Through developing collaborative relationships between parents and staff that acknowledge the importance of parent beliefs, partnerships can be established to promote children's success in school.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

Olivos, E. M. (2006). *The power of parents: A critical perspective of bicultural parent involvement in public schools*. NY: Peter Lang.

Olivos' book offers a clear, comprehensible look at some of the contradictions surrounding parent involvement in public schools. He proposes an alternate view of parents who are often labeled as uninvolved, one that highlights parents' exclusion from schools and schools' unwillingness to recognize parents' political voice, advocacy for their children, and forms of participation that differ from the norm that schools request. His study documents how a small group of Latino parents formed a group that progressed from having no voice in the school to one that was able to shape policy and practices at the school. Olivos provides different models of parent involvement and suggestions for increasing meaningful dialogue and participation between bicultural parents and schools. His argument is based in a structural social analysis (e.g., disparities between different

42

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ethnic and socio-economic groups), noting that inequalities in society are reproduced within the school setting. Olivos supports his argument through concrete examples and some literature. His book is not laden with theorists or references, which can be construed as strength or a weakness, dependent on what the reader is seeking.

Cross-Reference:

Section G: Culture and Context

Section J: Parent Involvement

##Ortiz, R. W., Stile, S. W., & Brown, C. (1999). Early literacy activities of fathers: Reading and writing with young children. *Young Children*, 54(5), 16-18.

In this study, the literacy activities of 47 father-child pairs from a southern New Mexico community were examined over a two-year period. The authors state “practice and applied research in early literacy development has traditionally focused upon mother-child, not father-child interaction” (p. 16). The authors found that fathers reported using a variety of reading activities with their children such as: reading story books, using environmental print, reading print found in ads, newspapers, magazines, dictionaries, maps, phone directories, manuals, and the internet. Fathers also reported a number of writing activities that they experienced with their children.

Two themes were reported regarding these father-child literacy activities, the desire for school readiness and parent-child bonding. Fathers whose primary language was not English were found to be particularly interested in school readiness for their children.

Recommendations for fathers:

- It’s never too early to start reading to children.
- Offer a choice of child-centered, hands-on literacy experiences.
- Start with informal and simple activities.
- Take advantage of spontaneous and incidental reading activities.
- Capitalize on environmental print
- Be patient.

Recommendations for educators:

- Understand cultural differences for fathers.
- Cultivate fathers as literacy resources.
- Encourage fathers who are already involved and ask that they share their experiences with others.
- Assure fathers that they can contribute much to their child’s literacy gains.
- Help fathers recognize benefits including bonding and school readiness.

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Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section J: Parent Involvement

Park, E. (2001, Winter). The relationship between parenting practices and academic achievement: A cross-ethnic comparison. *UC LMRI Newsletter*, 10, 1.

This dissertation study examined the effects of parenting practices on high school students' academic achievement. Comparisons were made including four ethnic groups: Asians, Blacks, Hispanics, and Whites with a special emphasis on Korean-American families.

The findings of this dissertation include:

- A. The processes by which parenting practices affect grades vary among ethnic groups, although the effects are minimal compared to those of previous achievement.
- B. Among White, Asian, and Hispanic families, parents and children together making decisions about children's social activities appeared to contribute to their children's high achievement more than parental involvement.
- C. Parental home involvement had a positive indirect effect on academic achievement among White, Black, and Asian families citing student aspirations and enrollment in advanced programs.
- D. Among ethnic minority groups, parental involvement had a negative direct effect on academic achievement.
- E. Results suggest that unless parental involvement at home induces students' positive characteristics, it in itself does not necessarily support adolescents' academic achievement.
- F. Data suggest that Korean American parents of high achieving students engage in serious discussions regarding academic matters and provide appropriate support.
- G. The major parental involvement behaviors among parents of low-achieving students tend to be frequent nagging.
- H. Parental school involvement had direct and indirect effects on achievement. The direct effect was found among Blacks and Hispanics. The positive effects included aspirations and course enrollment. Parental school involvement by Korean American parents was relatively low regardless of their children's academic achievement.

Summary:

The results of this study suggest that parenting processes affect high school students' aspirations, course enrollment, and disciplinary problems. Parenting practices do not overrule the effects of previous achievement. There are both

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inter-ethnic group and intra- ethnic group (Korean Americans) differences in terms of parenting practices and their children's achievement.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

Perry, R. L. & Thompson, K. P. (2004) Listening to families and faculty: A report on family involvement in the Alexandria City Public Schools.

The report presents a summary of the results from focus groups and surveys of the families and faculty of the Alexandria City Public Schools. Perry and Thompson summarize the assets, challenges, barriers, and ideas for improvement mentioned in the 22 focus groups of 100 parents, teachers, students, and community members. Drawing on those findings, families and faculty were asked which areas were most critical to their satisfaction and loyalty to the schools. Parents reported that being treated fairly and with respect, being pleased with the quality of learning and communication, and feeling that their problems and concerns were addressed were crucial. Teachers stressed feeling that their school is working as partners with parents and being pleased with the school's communications with parents. Each group provided recommendations of how to involve more families. Perry and Thompson reinforce these ideas with next steps administrators and program designers can take.

Cross-Reference:

Section F: Assessment and Evaluation of Family Literacy Programs

Section J: Parent Involvement

###Perry, N. J., Kay, S. M., & Brown, A. (2008). Continuity and change in home literacy practices of Hispanic families with preschool children. *Early Child Development and Care*, 178, 99-113.

This qualitative study examined how Latino immigrant families incorporate school-based interactive literacy activities (ILAs) into their existing home literacy practices. Few studies have examined home literacy experiences among diverse populations; this study fills this gap in the literature by focusing on Hispanic families of preschool children. The study investigated how Hispanic parents view school-designed ILAs, the types of instructional strategies they most often use during school-designed home literacy interactions, how their beliefs and histories of literacy learning influence the ways that they practice ILAs in their home, the ways in which other family members participate in school-designed ILAs intended for preschool children, and how Hispanic parents support

45

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their children's bilingual language development during home literacy activities. Participants were 13 Spanish-speaking families enrolled in an Even Start Family Literacy program. Results indicated that Hispanic parents utilized school-based ILAs when they believed it would help their children succeed academically. Parents also tailored ILAs to reflect their cultural beliefs. For example, siblings were often involved in ILAs along with parents. Overall, Hispanic parents tended to emphasize pleasure and interactivity in ILAs, utilize scaffolding strategies, impart moral messages to children during ILAs, and encourage bilingual literacy opportunities. The researchers provide important preliminary and descriptive information regarding the home literacy practices of a small group of Hispanic families.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

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

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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

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

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

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

Programs are continuously being pushed beyond their limits and so the question posed is: How can national organizations such as ERIC and NPIN help? The response is to collaborate with a wide variety of individuals, agencies, and organizations. With the

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creation of *Parents ask ERIC* (ERIC website), ERIC hopes to increase access to relevant, high-quality research and resources when needed, and in turn allow professionals like Margaret, and parents like Carol, to “become more competent in their roles and feel more capable when reaching out to help others within their community” (pg. 7).

Cross-Reference:

Section G: Culture and Context

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

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 Earlbaum. 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 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

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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

Smith, M.C., & Elish-Piper, L. (2002). Primary-grade educators and adult literacy: Some strategies for assisting low-literate parents. *The Reading Teacher, 56*(2), 156-165.

A separation often exists between family literacy programs and traditional classroom education. However, new legislation is requiring schools to be involved with parents and family literacy programs. The new parent involvement requirement is an amendment that falls under the Improving America's Schools Act of 1994. The amendment is a component of the Title I legislation, which states that "A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs." (p. 159). The amendment also specifies that parents must be involved with the development of such programs and activities. The United States Congress also passed the Literacy Involves Families Together (LIFT) Act in 2000, which expands the age limits for children in family literacy programs to over eight years old. In order to serve children over eight in family literacy programs, the school must use a portion of their Title I funds for costs. This article provides reasons for parental involvement and strategies to increase the involvement of schools. The article is based on a primary-grade educator's experience with adult literacy and the realization that primary-grade teachers can make a difference in parent literacy.

Besides new legislative requirements, there are other reasons for primary teachers to know about adult literacy. This article examines three of those reasons. The first reason, according to the authors, is that low-literate parents are likely to raise low-literate children. Parents are the number one teacher in their child's life. They are role models and therefore, provide the framework for literacy at a young age. But teachers should not assume that if parents cannot read that there is not literacy development in the home. There are other ways to create literacy activities, such as storytelling and games. The second reason that teachers should know about adult literacy is that a large number of printed materials are sent home from school. Teachers send homework, notes, permission slips, announcements, and policies home with students to give to their parents. Low-literate parents do not understand all of the information and consequently, are missing critical information about their children. The third reason that the article provides is for health reasons. The healthcare system and medical instructions can be difficult to maneuver and understand. Again, if adults do not understand, children will be

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affected. For example, an adult who cannot read prescription medication directions can lead to dosage problems for themselves and their children. Also low-literate adults may not be receiving full benefits for their children, which may mean that children are not receiving appropriate medical attention.

This article also provides strategies for schools and teachers to use to get more parents involved. First, teachers must be available for parents at whatever level including literacy needs. This may mean that teachers need to provide important information in multiple languages or on different readability levels. Second, schools can combine activities with other agencies for parents to obtain more information. Finally, schools should make sure that they vary the times and days of activities and provide transportation.

Teachers need to remember to recognize and value parental contributions to learning. Learning does not occur in the classroom alone. Teachers should connect learning to the home, community and school. This article applies not only to primary-grade teachers but also to any teacher who interacts with parents. The strategies are practical and based on research.

Cross-Reference:

Section D: Curriculum and Instruction

Section J: Parent Involvement

Stile, S., & Ortiz, R. (1999). A model for involvement of fathers in literacy development with young at-risk and exceptional children. *Early Childhood Education Journal*, 26(4), 221-224.

The authors of this article seek to address the need for father involvement in children's literacy activities. They propose a model consisting of four approaches that has evolved in their work on Project DADS at New Mexico State University. Stile and Ortiz state that there has been a lack of focus on involving fathers. They feel that both research and practice have traditionally attended to mother-child interactions. The authors propose that early childhood personnel could increase father-child involvement by explaining benefits, suggesting activities and materials, and sharing expectation. They believe father's involvement in inclusive early childhood settings could be especially beneficial for children with developmental delays. The authors suggest four ways for fathers to participate in early literacy experiences with their children. These include:

Early social interaction

- Literacy begins in infancy when children interact with adults
- Reciprocal play activities can be based on developmental benchmarks

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Reading books

- Reading can begin as young as 0-3 months
- Fathers may need suggestions regarding selection of books
- Teachers can provide guidelines for how to read with children
- Using environmental print for literacy activities

Incidental preliteracy experiences

- Using environmental print for literacy activities

School involvement

- Collaborate with schools in structured activities related to literacy
- Opportunities may not occur naturally at home with fathers so schools may look to encourage fathers' participation in home-school partnerships.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section J: Parent Involvement

Tao, F. & Alamprese, J. A. (2005) Work-focused family literacy programs: participant outcomes. *Family Literacy Forum*, 4 (1), 27-34.

The Family Independence Initiative (FII), developed by the National Center for Family Literacy (NCLF), is meant to enhance the services NCLF already provides with work-preparation and work-experience. In this article, Tao and Alamprese describe the findings from a follow-up study of the initiative that examined participants' achievements in education and employment one and two years after their enrollment in FII services.

The Follow-Up Study of FII was conducted by Abt Associates Inc. and consisted of three parts. The overall purpose was to examine the outcomes of adults who received FII services and adults' parenting activities and involvement in their children's school activities. Data were collected from a representative sample using results from tests of basic skills and participant interviews. The study found that the intensity of the FII work-preparation services was related to participants' employment status, with those who attended well-structured FII programs more likely to have obtained employment than those who attended less structured programs. Overall, after one year, participants' household incomes had increased, their dependence on welfare decreased, a larger percentage was employed, and many had increased their education levels, with most retaining or increasing their basic skills. Most participants were involved in several parenting activities and their child's school events, regardless of whether or not they were working. Many were involved in volunteer work, community activities, and social activities, particularly with relatives. Two year follow-up data showed that the percent employed continued to grow into the second year, and many continued their education

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while staying employed. A majority of participants reported that their lives had improved since enrolling in FII and attributed the changes to the FII services

Tao and Alamprese suggest that program developers consider work-focused family literacy programs as a means through which to help adults develop their employability, parenting, basic skills, and general life skills to enhance overall functioning of families.

Cross-reference:

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

Section J: Parent Involvement

Tett, L., Caddell, D., Crowther, J., & O'Hara, P. (2000, September). *Parents and schools: partnerships in early years' education*. Paper presented at British Educational Research Association Conference, Cardiff. Retrieved August 11, 2003 from, <http://www.leeds.ac.uk/educol/documents/00001681.htm>

This paper reports on a study of primary schools in a socio-economically disadvantaged Scottish city that addressed the two main research questions: (1) How can parents be supported to help their children learn in the early years? (2) What can, and are, schools doing to facilitate the engagement of parents as partners in their children's learning? The paper is organized in five sections. The *Introduction*, reviews literature on parents' involvement in the education of their children that shows the importance of early knowledge gained within the home has in providing a framework for future learning in school. The second section, *Methodology*, discusses the two phases of the study. In the first phase, questionnaires were collected from school administrators of 35 Primary schools in an "Early Intervention Programme." In the second phase, questionnaires were collected from parents of Primary 1 children from four specific schools identified for improvement in literacy and numeracy. The third section, *Results*, is organized into five specific question groups, which include: (1) Why work with parents; (2) Communication and support; (3) Roles for parents; and (4) Resources to develop the learning strategies. The paper reports on what the administrators of schools communicate to parents, how they communicate and how effective they think their communications are. These views are compared and contrasted with the views of parents. The fourth section, *Discussion*, explored the importance of working with parents and supporting teacher-parent relationships. The final section, *Conclusion*, reviewed the authors' ideas on how parents can become effective partners in their children's education.

Cross-Reference:

Section B: Parenting Education

Section J: Parent Involvement

indicates that the article is a research study

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

The article describes a longitudinal field study that used a grounded theory methodology to evaluate a family literacy program in rural Ohio. It identified how collaboration between agencies could support families as needs changed. A strength was the reporting of client outcomes as indicators of program effectiveness (measured by Family Education Plan [FEP] goal achievement) and comparison with other detailed pre- and post-test results. Analysis revealed positive changes in parent-child relations, use of literacy material with children, and involvement in schools. The researcher also found significantly increased client participation in social services over time. The study is useful for understanding the specific attributes of successful collaborations that could be applied to similar rural family literacy programs. Like Alamprese (1996), Tice viewed collaboration as a process. Of particular importance was the finding that mutual trust was the key to developing collaborative relationships, which began with informal meetings and developed over time into more formal arrangements. An innovative approach to nurturing trust with, and empowering, clients was to “engage [them] in program development and operations” by incorporating work at the center into their FEPs and inviting them to serve on the program’s advisory committee. Tice came to a similar conclusion as Robertson (1998), that “no single agency, discipline, or approach is sufficient to successfully address the complex problems of family literacy.”

Cross-Reference:

Section E: Collaboration Within Programs and Among Social Service Agencies

Valencia, R. R. and Black, M. S. (2002) “Mexican Americans don’t value education!”—On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education*. 1 (2), 81-103.

According to Valencia and Black, the long-standing myth that Mexican Americans do not value education is based in “deficit thinking” which blames faults inherent in the student for a lack of achievement, rather than social inequalities or shortcomings of the school system. Valencia and Black trace the origins of this myth to early master’s theses, scholarly literature on “cultural deprivation” and children who are “at risk,” and media attention to the inflammatory remarks of a few individuals. The authors counter the myth with strong evidence that Mexican Americans have consistently shown a deep interest in education through litigation, advocacy organizations, political demonstrations, and legislation. Parent involvement literature and a case study further support the authors’ position. The only shortcoming of this passionate article is that Valencia and Black do not suggest specific ways that educators and policy makers can debunk this myth.

Cross-Reference:

Section G: Culture and Context

indicates that the article is a research study

Section J: Parent Involvement

Weinstein-Shr, G. (1992). *Family and intergenerational literacy in multilingual families*. ERIC Q & A. Washington, DC: Center for Applied Linguistics, National Clearinghouse on Literacy Education. (ERIC Document Reproduction Service No. ED 378 848).

In this document, the author addresses five questions related to family and intergenerational literacy programs and the multilingual families enrolled in these programs. Weinstein-Shr first addresses the subtle difference between family and intergenerational literacy programs by explaining that the first term focuses primarily on the parent and child while the second term more broadly includes other adults. She identifies the goals of these programs to be promoting parental involvement; improving of skills, attitudes, values, and behaviors associated with reading; increasing the social significance of literacy; and addressing the unique problems of relocated families. The author suggests that programs build on family strengths, emphasize collaboration, and acknowledge both the native culture of the participants as well as the new culture. In addition, she suggests continuing ethnographic research because the functions and uses of language and literacy in specific communities is becoming increasingly important.

Cross-Reference:

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

Section J: Parent Involvement

Whitehouse, M. (2001). "Reading" families: Deficit discourse and family literacy. *Theory into Practice*, 40(3), 212-219.

This article examines the continued conflation of diversity and difference within the family literacy field. This is marked by the guiding ideology that if culturally diverse families mirror the culture of mainstream families they will achieve educational and economic success. Whitehouse and Colvin further posit that while the overt language of deficit families has been replaced by a strengths approach based in nurturing and caring for individuals within families, this change does little to highlight the numerous economic, cultural, and institutional barriers that marginalized families face. Each author provides concrete examples from family literacy classes that underscore how “caring educators who understand and work with families often perpetuate a deficit-based, individualistic view of families by excluding parent voices and focusing on what makes these families different from the “rest.” The authors advocate including families as dialogue partners in learning. The authors ground their argument in sparse but seminal literature in the field. They offer clear examples from real-life settings that underscore their interpretation of the family literacy field. The authors present very general

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suggestions for redirecting family-educator relationships from an emphasis on difference to value and understanding.

Cross-Reference:

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

Wolfendale, S. (1999). 'Parents as partners' in research and evaluation: Methodological and ethical issues and solutions. *British Journal of Special Education*, 26(3), 164-169.

This article explores the sticky issue of using parents as research subjects. Wolfendale gives a brief history of parent involvement and the role of research in this arena. She goes on to show how research (both bad and good) has affected educational policy in Britain. In light of the importance that research plays in forming policy, Wolfendale proposes the need to consider parents as partners in research. She outlines areas of concern and offers possibilities for a code of conduct. This code considers parents as co-researchers, includes them in the planning stages, promotes transparency and the use of research methods and plans that empower parents. It is an article that all family literacy professionals should read; it addresses ethical guidelines for anyone working with parents.

Cross-Reference:

Section I: Professional Development

Section J: Parent Involvement

indicates that the article is a research study