Goodling Institute for Research in Family Literacy:
Annotated Bibliography

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Goodling Institute for Research in Family Literacy: Annotated Bibliography

The Goodling Institute for Research in Family Literacy at Penn State, endowed through a onetime federal appropriation honoring the retiring Congressman Bill Goodling in July 2001, is proud to offer resources for professional development of family literacy educators. This Annotated Bibliography, available both in print and on our web site (www.ed.psu.edu/goodlinginstitute) has been an ongoing effort since the inception of the Goodling Institute that will continue as new research and writings in family literacy are identified. The intent is not to evaluate the quality of a source but to provide a descriptive annotation that allows the reader to determine its relevance and usefulness. Other resources for professional development include our research agenda and ongoing research projects also listed on our web site. Our online Certificate in Family Literacy is available through Penn State's World Campus offered in partnership with the National Center for Family Literacy. The Certificate consists of 15 credits (5 courses) that may be applied toward a bachelor's or master's degree. Tuition is priced at the in-state rate although students may reside anywhere. Details are available on the program web site (http://www.worldcampus.psu.edu/pub/famlt/).

The Goodling Institute’s Annotated Bibliography on Family Literacy is the result of a collaborative effort (thus explaining the differences in the style and length of the annotations) between an earlier project completed through the Carolina Family Literacy Studies research project and a more recent one completed at the Goodling Institute for Research in Family Literacy at Penn State. The new annotated bibliography, intended for program staff, researchers, community leaders, private and public funding agencies, policymakers, and others who want to learn more about family literacy (including the theory, policy, and research upon which it is based), reviews over 170 publications exploring the areas highlighted and defined below. The following list designates the Cross-Reference covered in each article that is annotated. The purpose of the Annotated Bibliography is to advance the work of all those involved with family literacy by providing a document that synthesizes the research and writings on practices and theory directly affecting family literacy programs.

A. Interactive Literacy – Explores the types of activities that programs are conducting and how much these activities are based on currently available research about the language and literacy development of children. The importance of Parent and Child Interactive Literacy and the need to understand what is involved within this component are extremely important to research and practice.

B. Parenting Education – Focuses on research that enables parents to support and foster their children’s literacy and language development needs. The literature reviewed includes strategies for helping parents achieve this goal.
C. **Program Descriptions and Models** – Describes and reviews the different types of family literacy models being developed and implemented in the United States and abroad. The intent is to provide practitioners with program models and research about them so that more programs that match the beliefs and practices families have about literacy are created.

D. **Curriculum and Instruction** – Researches challenging and innovative curriculum and instruction. The goal is to provide knowledge about effective practices in the teaching of literacy to support high and long-term attendance in family literacy programs as well as substantial progress in children’s and adults’ reading and writing skills.

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

F. **Assessment and Evaluation of Family Literacy Programs** – Provides practitioners and government agencies with the answer to the following question: “Are family literacy programs effective?” Because programs are many and varied, there are no simple answers to this question.

G. **Culture and Context** – Focuses on providing knowledge about our culturally and linguistically diverse populations that goes beyond what formal questionnaires and surveys can provide as assessment tools. The goal is that the development of observational tools will be better indicators of the types of programs that need to be put into place and more useful in determining a family’s acquisition of “social capital.”

H. **Government Policy** – Explores the interaction between the government and family literacy programs. The goal is to provide policy makers with a rich description of program practice and implementation so that effective policies may be explored and instituted regarding family literacy programs.

I. **Professional Development** – Focuses on practices, methods, techniques, strategies, and interventions for professional development in family literacy programs. The goal is to support practitioners in their implementation and delivery of services to parents and children.
Acknowledgments

Parts of this annotated bibliography were originally published in 2000 as a separate report by the U.S. Department of Education, Office of Educational Research and Improvement, National Institute on Early Childhood Development and Education. Titled Family Literacy: An Annotated Bibliography, it was authored by Barbara Hanna Wasik, Suzannah Herrmann, Randi Strosberg Berry, Dianne R. Dobbins, Anita M. Schimizzi, Tara K Smith, and Phillip Herman, University of North Carolina at Chapel Hill. This earlier annotated bibliography was prepared as part of the Carolina Family Literacy Studies research project. It received funding from the National Center for Early Development and Learning at the Frank Porter Graham Child Development Institute and the School of Education at the University of North Carolina.

Many individuals contributed suggestions for items to include in this earlier publication, including: Judy Alamprese, Apt Associates; Jeanne Brooks-Gunn, Columbia University; Alison Sidle Fuligni, Columbia University; Vivian L. Gadsden, University of Pennsylvania; Wendy K.K. Lam, University of North Carolina, Christopher Lonigan, Florida State University, Barbara Pan, Harvard University, Douglas R. Powell, Purdue University; Anne Ricciuti, Apt Associates; Robert St. Pierre, Apt Associates; John Strucker, Harvard University; Catherine Snow, Harvard University; and Grover Whitehurst, State University of New York at Stonybrook. In addition, individuals associated with family literacy programs in North Carolina reviewed and made recommendations, including Susan Byerly, former Director of North Carolina Even Start Family Literacy Programs; Cheryl Knight, Appalachian State University; Jean Carter, North Carolina Center for Family Literacy; and Randy Whitfield, North Carolina Community College System. Recommendations were also made by Naomi Karp, Director of the National Institute on Early Childhood Development and Education, and Joanne Roberts, senior investigator with the Frank Porter Graham Child Development Institute.

Barbara Hanna Wasik, University of North Carolina at Chapel Hill

P. Shawn Jenkins, commissioned by the Goodling Institute for Research in Family Literacy, created another annotated bibliography of research related to family literacy (Findings and Recommendations From Current Research and Writings on Family Literacy). We gratefully acknowledge her contributions in preparation for the Think Tank sponsored by the Goodling Institute in October 2001. The outcome of the meeting that brought together researchers, policymakers, and practitioners in the Washington, DC, area was a consensual report entitled Family Literacy: A Research Agenda to Build the Future (Askov, 2002) available from the Goodling Institute.

Eunice N. Askov, Penn State University, University Park

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


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

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

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

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

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

Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies
Section H: Government Policy

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

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

Lessons learned from the Family Independence Initiative:

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

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

Integration of Services
- Staff should incorporate work preparation activities in adult education and parenting education components;
- Staff need time to coordinate activities between components;
- Staff need to understand underlying skills and use work-related applications;
- Staff should strengthen individual components before integrating components.

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section E: Collaboration Within Programs and Among Social Service Agencies
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


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

**Key lessons for family literacy programs learned through this study:**

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

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

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

This ethnographic study uses an ecological (ecology, resources, and restraints) and cultural (values, beliefs and schemata) approach to examine how families’ daily routines effect children’s engagement in reading. The primary research questions were:

1. What is the relationship between family ecocultural features and motivation to read?
2. Which family ecocultural features need to be closely examined?

This article reports on the relationship between ecocultural features of 18 Latina/o families and their children's motivation to read. Five ecocultural features in families' daily living (immigration, culture and language, nurturance, instrumental, and workload) were studied using extensive interviews. Ecocultural features were examined in relation to children's perceptions of themselves as readers and their appreciation of reading through an oral reading survey. Of the five features studied, the three components of nurturance, culture and language, and workload were examined further for their relationship to children’s reading motivation and perceived value. Nurturance related to how much children valued reading, culture and language related to how children viewed themselves as readers, and workload was inversely related to how much children valued reading. The findings indicated that questions about how and why children read are seen with greater scope and clarity through a “sociocultural and historical” perspective, where motivation theories are broadened to encompass the children in their families’ cultural context.

The authors discuss their findings in regards to future implications for teaching research, policymakers and practitioners. The report indicates the important impact that ecocultural family features can have on reading engagement, specifically on children's self-concept as readers, and on the value they place on reading.

Cross-Reference:
Section G: Culture and Context

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

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

Future research areas suggested by the author include:
- Impact of transition to the workplace on very young children
- Study of various service models
- Impact of constructivist approach to instruction in adult component in preparing parents as workers

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

Cross-Reference:
Section C: Program Descriptions and Models

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

**Cross-Reference:**
Section C: Program Descriptions and Models


Based on her study of family literacy, which included the examination of current models of family literacy programs, ethnographic literature, and interactions with immigrant and refugee students, Auerbach proposes a broadening of the definition for family literacy, and a reevaluation of the family literacy model. Instead of a family literacy model that attempts to transmit school practices to the home, Auerbach supports a sociocontextual approach that incorporates family, culture, and community. The author discusses this new model of family literacy and provides examples and suggestions for its implementation.

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

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

**Cross-Reference:**
Section D: Curriculum and Instruction
Section C: Program Descriptions and Models
Section G: Culture and Context


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

This article is a literature review on the influence of family and home on children’s motivations for reading. The authors define their use of the terms attitude, interest, and motivation in relation to the studies being analyzed. In addition, the authors refer to findings from the Early Childhood Project, an ongoing longitudinal study on emergent literacy in an urban setting, throughout the article to provide a framework for readers. The authors discuss the following findings: (1) young children with enjoyable early literacy experiences are more likely to develop a predisposition to read frequently and broadiy in subsequent years; (2) young children’s self-initiated interactions with print at home are important behavioral indexes of emerging reading motivations; (3) shared story book reading plays an important role in promoting reading motivations; (4) parental beliefs about the purposes of reading and how children learn to read relate to children’s motivations for reading; and (5) parents who believe that reading is a source of entertainment have children with more positive views about reading than do parents who emphasize the skills aspect of reading development. The authors state that these findings have important implications for offering guidance to parents and for the development of family literacy intervention programs that include both considerations for programming and suggestions for practice. In their discussion of measurement limitations the authors note the need for more longitudinal studies in this topic.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy


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

1. Parent and Child Education (PACE) Program
2. The Kenan Trust Family Literacy Project
3. SER Family Learning Centers (FLCs)
4. Parent Readers Program
5. MOTHERREAD
6. Mother's Reading Program
7. Arkansas Home Instruction Program for Preschool Youngsters (HIPPY)
8. Parents as Partners in Reading
9. Parent Leadership Training Project
10. Avance Family Support and Education Program.
For each program, information is provided regarding how and why the program was developed, the setting, funding, and components of the program, evidence for the success of the program, and advice for policymakers and practitioners. A summary chart which details the goals, population, outreach efforts, funding, support services, materials, special features, and outcomes is also presented. A list of program contacts and other sources for information on literacy conclude the book. This book is helpful to individuals interested in learning about the different types of family literacy programs and efforts, as well as how to contact programs or centers for more information.

**Cross-Reference:**  
Section C: Program Descriptions and Models  
Section F: Assessment and Evaluation of Family Literacy (FL) Programs  
Section H: Government Policy


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

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

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

**Cross-Reference:**  
Section B: Parenting Education  
Section C: Program Descriptions and Models
This report is a collection of ten commissioned papers intended to be background reading for a symposium discussion. This report represented “an important step in the developing of a family literacy research agenda.”

The symposium was structured around the following five areas:

1. Assumptions and Perceptions About Family Literacy
2. What We Know From Research and Practice and How We Know It
3. Defining the Characteristics of Family Literacy Programs
4. Looking to the Future: Arguing for the Top Priorities for Research and Practice
5. Refining and Articulating Our Top Priorities for Research and Practice

Top priorities for future research fell into six categories. They are listed here with accompanying research questions that were raised. (pp. 12-13)

1. Family functioning
   a. What is it about the relationship between parents and children around literacy activities at home that is crucial to program content in family literacy programs?
   b. How do parents and children learn, both together and separately, and does their interaction improve learning?
   c. What different methods do parents use in the exchange of literacy with their children?
   d. How does education in parenting skills affect the literacy skills of adult and children?

2. Collaboration with support services
   a. What is the difference in effectiveness between a stand-alone family literacy program and one that operates in conjunction with a number of other service agencies?
   b. How can the goals and structures of family literacy programs be included within already existing service institutions?
   c. What strategies are most effective for developing and sustaining interagency coordination?
   d. Ultimately, to what extent must a family literacy program be a family support program in order to be effective?

3. Staff development
   a. What can be used as a model for effective staff behavior?
   b. What staff development practices are most effective in preparing adult literacy instructors to be effective in family literacy?

4. Comprehensiveness and effectiveness of programs
   a. How do we target literacy skills to all client needs regardless of economic or cultural differences?
   b. How can we more efficiently design computer networks and assistive technology to improve family literacy effectiveness and training?

5. Effective program design strategies
a. How can we design interventions that capitalize on the existing beliefs and strengths of families?
b. What roles should the clients themselves play in planning, implementing, and evaluating programs?

6. Measurement of program effectiveness
   a. How can we anticipate both positive and negative unintended consequences of programs, and how do we measure them?
   b. How do we measure best practices in family literacy?
   c. Ultimately, how do we know if family literacy programs work?

Further research questions proposed in the commissioned papers:
- What are the “structural conditions that lead to successful interagency relationships, such as legislative or policy mandates or voluntary actions, which result in effective family literacy programs” (p. 22)?
- Research is needed “that examines the processes for assessing the benefits of a relationship; the procedures used in setting relationship boundaries and establishing formal and informal agreements; the mechanisms for communication such as advisory councils and networks; and the strategies that are useful for providing state and local leadership to a collaborative” (ibid.).
- What are the “direct and indirect outcomes from collaboration” (ibid.)?
- What are the “processes used to generate and to sustain cross-agency collaboration” (ibid.)?
- Does “collaboration [lead] to improved family literacy services or enhanced support for families at the community or state level” (ibid.)?
- What are the “ways in which agencies providing literacy training can be made more sensitive and accessible to immigrant families” (p 29)?
- Research is needed “on community-based literacy programs serving immigrant families which are dedicated to creating general community consciousness and local public policy awareness of the needs of families in critical domains of sociocultural survival” (ibid.).
- Research is needed “on programs and interventions that stress the importance of individuals and families establishing confidence in their own learning and in helping themselves” (ibid.).
- “Research on literacy initiatives supporting biliteracy also should be undertaken” (ibid.).
- “Research should examine ways in which electronic technologies can improve the literacy of immigrant families and family members” (ibid.).

Papers and authors included in this report:
   1. *Integrated Services, Cross-Agency Collaboration, and Family Literacy*—Judith Alamprese
2. *English Immigrant Language Learners: Cultural Accommodation and Family Literacy*—Richard Duran

3. *Designing and Conducting Family Literacy Programs That Account for Racial, Ethnic, Religious, and Other Cultural Differences*—Vivian L. Gadsden

4. *Family Literacy Programs: Creating a Fit with Families of Children with Disabilities*—Beth Harry

5. *Longitudinal Study of Family Literacy Program Outcomes*—Andrew Hayes

6. *Family Literacy: Parent and Child Interactions*—Larry Mikulecky

7. *Teaching Parenting and Basic Skills to Parents: What We Know*—Douglas Powell

8. *Intergenerational Transfer of Literacy*—Catherine Snow and Patton Tabors

9. *Informing Approaches to Serving Families in Family Literacy Programs: Lessons From Other Family Intervention Programs*—Robert St. Pierre and Jean Layzer

10. *Meeting the Needs of Families in Family Literacy Programs*—Dorothy Strickland

**Cross-Reference:**

Section H: Government Policy

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

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

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

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

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

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section C: Program Descriptions and Models


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.*
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


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

- To provide a record of the January 13, 2000 dialogue held with community providers of services for Hispanic fathers, national Hispanic organizations, literacy programs and advocates for fatherhood

- To provide information to practitioners that may be helpful in designing and implementing programs that promote Hispanic fathers involvement in child and adult education
To encourage conversations within Hispanic communities and among service providers about how to strengthen the roles of Hispanic fathers in their children’s lives.

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


The authors of this article discuss the setting of early literacy standards. They state that defining literacy at the pre-school and kindergarten levels is different than for those in higher grades. Redefinition of teaching roles may also be required. Teachers of young children need to use instructional strategies that are age-appropriate. Two issues of concern raised by early childhood teachers are whether or not teaching certain content and skills would be “hurrying” young children and won’t children relate their literacy readiness naturally? The authors believe that, “Although there is wisdom in following a child’s lead, if taken too literally, this idea can cause teachers to wait for a child to demonstrate a need to learn literacy skills before beginning instruction” (p.43). Three questions are proposed to help create a developmentally appropriate literacy program:
1. What literacy concepts and skills are developmentally appropriate?
2. What instructional techniques are developmentally appropriate?
3. How do we know whether children are ready for specific concepts and instruction?

The authors mention different sources that describe age-appropriate expectations for children but caution that “these milestones must be translated into everyday practice…” and “that any new standards document functions as a helpful teaching tool and not just another laundry list of concept and skills that takes up valuable time and interferes with established practices” (p. 44). They also caution that concepts and skills be detailed enough to shape classroom practice.

Developmentally appropriate instructional techniques should match appropriate content. Instructional techniques may need to be adjusted to include such things as a combination of mental and physical activities. Qualified teachers are needed to recognize when children are ready to learn and know what instructional techniques are appropriate for particular content. Readiness includes both knowing when to start and when to conclude using certain techniques. Teachers must frequently access children’s progress. “Assessment, if properly constructed, can thus reconcile standards and developmentally appropriate practice” (p. 45). It is possible to assist teacher development using technology.

**Cross-Reference:**
Section D: Curriculum and Instruction


The proceedings from this audio-conference are included to represent the dialogue that was surfacing among literacy policy makers and practitioners relative to the NCFL’s newly established Family Independence Initiative. While not based on formal research, the dialogue is useful for understanding some practical implications of positioning family literacy programs as a key strategy for state welfare reform. Collaboration between organizations providing welfare assistance, transportation, substance abuse, domestic violence and mental health services was deemed essential for success. The reality emphasized by policy makers, however, was the often-singular connection between literacy and employability (moving adults from welfare-to-work), used as a criterion for allocating funds. Although this remains the prevailing view, its disproportionate focus on adults’ worker role gives insufficient attention to adults’ roles as family member and citizen. This suggests, perhaps, a philosophical difference between the National Center for Family Literacy and the National Institute for Literacy (which advocates balanced support of all roles in its Equipped for the Future program introduced in 1994).
Cross-Reference:
Section H: Government Policy


This book provides a good overview of the family literacy movement. It explains the need for family literacy programs, provides a comprehensive definition of family literacy, and traces the history of such programs. Guidelines and suggestions on how to anticipate and deal with the issues of family literacy are offered to policymakers and practitioners. Finally, key issues about the future of the family literacy movement are addressed. The book is divided into the following eight chapters:

1. *Family Literacy: The Need and the Promise*
2. *Defining Family Literacy*
3. *The History of Family Literacy*
4. *The Research: How Do We Know If Family Literacy Works?*
5. *Building a Community Family Literacy Program*
6. *Developing a State Family Literacy Initiative*
7. *Challenges for the Family Literacy Movement*
8. *The Future of Family Literacy*

Cross-Reference:
Section H: Government Policy


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

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

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


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

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

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

Cross-Reference:
Section G: Culture and Context
Section C: Program Descriptions and Models


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

This chapter looks at the correlation of home visiting and the enhancement of language and literacy development for young children through two programs *The Parents as Teachers* (PAT) program and the *Even Start* program. Working on the premise that home visiting is:
- family focused and flexible
- provides information relative to the needs of families which is pertinent in planning
- culturally sensitive to families backgrounds and traditions
- builds on the existing strengths and practices of the families

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

Cross-Reference:
Section B: Parenting Education
Section C: Program Descriptions and Models


This article summarizes a study that examined the developmental predictors and stability of phonological sensitivity in preschool children. Participants for this study included 115 predominately middle-class four- and five-year-old children. The participants were
assessed on the influences of speech perception, oral language ability, early knowledge about print, and the home literacy environment on the growth of phonological sensitivity and re-assessed on phonological sensitivity about one year later. The intent of the study “was to determine the extent to which individual differences in the growth of phonological sensitivity during the developmental period studied were uniquely explained by the combination of individual differences in early knowledge about print, oral language, speech perception, and the home literacy environment.”

The findings suggest:
- Growth in phonological sensitivity can be explained and predicted in children prior to school entry and formal reading instruction.
- Phonological sensitivity is relatively stable in older preschool children.

Implications for practice:
- Preschool measures of phonological sensitivity may be useful for the identification of those at risk for reading failure.
- Exposing young children to educational opportunities designed to increase their phonological sensitivity may have long-term influence on their subsequent phonological sensitivity development.
- Shared reading of alphabet books may facilitate this development.

Suggestions for Future Research:
- More sensitive tasks for measuring preschoolers’ phonological sensitivity need to be developed to make this practical.
- Replication of the study is needed to see if results apply to other populations such as a more diverse social class or younger children.
- Research is needed to investigate “the extent to which short-term interventions without the benefit of continued exposure to literacy materials will result in long-term gains.”

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education


The authors of this study investigated (1) how computer technology was shaping attitudes towards literacy in society and (2) the relationship between computer technology and the process of becoming literate. Research was conducted through face-to-face interviews with people engaged in diverse educational and training activities, both computer and non-computer related. A summary of comments and findings include:
- Literacy is viewed as a continuum
- Digital media is altering the way knowledge is constructed
- Learning in a random-access computer environment is very different from traditional, structured learning experiences
- Students using computer-based instruction have been shown to outperform their peers
- Technology can be used to promote practical and liberatory knowledge
- Computers can be used to enhance instruction
- Computers can be used as a tool for learning or gathering information
- Computers can be passive (such as drills) or active (inviting interaction, discovery, and critical thinking) tools
- Computers have potential for non-traditional learners such as those with disabilities or special learning needs
- Literacy practitioners need to be involved in issues of development of hardware and software.

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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
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.

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


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 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

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

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section G: Culture and Context


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

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

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

**Cross-Reference:**
Section C: Program Descriptions and Models


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
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.

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


Evaluations are the primary format used when assessing the effectiveness of a program, and are particularly useful to policy-makers in their decision-making relative to funding and the continuation of the program.
In this article, the authors argue the importance of evaluation data in Even Start Family Literacy programs. In fact, they propose that a program becomes strengthened through an effective evaluation process which ultimately leads to program direction, development, and the ability to make informed decisions about future program changes.

Chen, Seaman, and Perry describe the evaluation efforts of the Even Start program through the use of a variety of assessment tools including the Pre-school Language Scale, Basic English Skills Test (BEST), and Tests of Adult Basic Education (TABE) describing each tool individually. However, the authors also noted the need for alternative forms of assessment. They propose that using only standardized assessment does not provide a complete picture of the effectiveness of a program, and suggest non-standardized forms of assessments such as interviews, surveys, and observations by the staff and evaluators to provide useful information in determining progress and possibly needed changes.

Ultimately, the effectiveness of the Even Start programs must be determined using solid data which needs to come from both qualitative and quantitative assessments. Evaluation reports that employ both qualitative and quantitative assessment provide a complete picture to policy-makers, the public, and other family literacy programs.

Cross-Reference:
Section F: Assessment and Evaluation of Family Literacy
Section H: Government Policy


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

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

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

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


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

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


Advocating a sociocontextual approach (see Auerbach, 1989), this article features a family literacy program entitled "Connect." The Connect program has an emphasis on individuals and their unique literacies. Curriculum is included into the everyday lives of students. Staff is committed to a particular vision that integrates work purpose and understanding with practice. A feature of this program is a pedagogical approach to knowledge. Knowledge in classrooms is constructed along the premises of we know/they know, we don't know/they know, we know/they don't know, and we don't know/they don't know. Connect works to start with the premise of we know/they know whereas other programs that take a more school-model approach implement a curriculum from a we know/they don't know approach. The authors suggest that this model provides an
open-ended and creative environment sensitive to the context and the culture that families bring with them to the program.

**Cross-Reference:**
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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

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


In this article, the authors look at research that supports the whole language approach to reading. The authors state, “holistic approaches to literacy remain our best researched, most reliable, and most thoroughly proved ways of teaching reading” (p. 32). In the article, key strategies of the whole language approach are listed. Studies are cited that provide evidence for the positive results of literature-based reading. Other studies referred to support the whole language writing process, independent reading practices, and cooperative learning activities. Studies are mentioned that document how whole language assists students with reading difficulties. The overall view of the authors in this article is that there is substantial research to support the whole language approach to instruction and that it is a highly effective method.

**Cross-Reference:**
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Neurological studies relating to learning to read show differences in the way individuals’ brains process reading. Scientists can now examine the brain as a child tries to learn. Unlike speaking, reading is not a natural instinctive ability. Children have to develop an awareness that words are made up of sounds. Brain activation patterns differ between good readers and disabled readers. Reading is biologically based and brain activation patterns substantially support the phonologic hypothesis of how we read and why some people can’t. Imaging patterns can now refute beliefs that a child is not motivated or trying hard enough to read when the child is unable to read. There is future potential for early diagnosis of reading difficulties and effectiveness of interventions.

Brain systems of poor readers process incoming print differently than for good readers. “After poor readers master the reading process, do their brain activation patterns change, or are patterns of activation similar all their lives? That’s an important question that our research group at Yale is collaborating with investigators at Syracuse University (Anita Blachman) to address.” (p. 28). Implications for reading instruction include the need for a phonological model and the ability to create meaning. Brain pathways are reinforced by use therefore, reading practice is important. It is very important to identify children as early as possible who have reading difficulties and provide intense, direct instruction. “Clearly, we have a lot to learn, but now all investigators who have worked hard to understand reading and the brain have a place to focus future research. We can go to the next level of trying to understand the neural mechanisms that lie under reading and reading impairment” (p. 28).

**Cross-Reference:**
Section D: Curriculum and Instruction


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


This document reports on the Kenan Trust Family Literacy Project carried out in seven sites in Kentucky and North Carolina in 1988–89. The goal of the project was to improve the educational outcomes of children and their parents labeled "at risk" by combining efforts to provide quality early-childhood education with efforts to improve the literacy and parenting skills of undereducated parents. The children participated in a preschool program while their parents received education and vocational training. The project also included Parent and Child Interactive Literacy, when parents and children worked and played together, and group Parent Time (PT), where parents met to discuss personally significant topics and problems. Research revealed seven types of parents with unique characteristics related to program participation, motivation, capability, needs, and the likelihood of accomplishment. In two groups, the majority of parents did not expend sufficient time or effort to make progress in their own or their children's lives. In the other groups almost all of the parents and their children made significant gains. The report lists recommendations for adoption of the model.

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models


In this quantitative study a conceptual model of variables and outcomes for parent-child book reading practices was tested using two samples of families of preschool-aged children and their parents. Families from both samples came from the same geographic area consisting of a medium-sized city and the surrounding rural area. The majority of the subjects in both samples were African-American. Study 1 involved 60 low-income families—predominately single mothers and their Head Start/day care children. Study 2 involved 56 predominately middle-class families involved in a home - school story reading program from a for-profit childcare center. The variables studied were socioeconomic status (SES), maternal literacy, maternal beliefs about reading aloud, the frequency and quality of reading, interaction with the child, children’s interest in reading, and children’s oral language skills. The author discusses the results in terms of the need to better understand the role of belief systems in the parent-child socialization process.
The findings reported include: (1) demographic characteristics (SES) and maternal literacy were positively related to maternal reading beliefs; (2) beliefs were highly predictive of both the degree to which mothers exposed their children to shared book reading and the quality of the mothers’ book-reading interactions; and (3) maternal beliefs were also positively related to the children’s interest in books. In addition, an unexpected finding was that reading practices were not strongly associated with oral language skills. The findings implied that parent-child literacy programs would be more successful if the goals and techniques of the program coincide with the existing beliefs of parents. The author states that both behaviors and beliefs must be considered in the parent-child socialization process. The article included charts of the model as well as statistical tables.

Cross-Reference:
Section A: Parent and Child Interactive Literacy


The author introduces this quantitative study by reviewing the existing research literature on: (1) joint storybook reading practices; (2) specific behaviors essential for success; (3) cultural, economic and environmental considerations; and (4) models for measuring joint reading sessions. The purpose of this paper is to describe and report on the efficacy of the Adult/Child Interactive Reading Inventory (ACIRI) assessment instrument. The ACIRI is an observational tool for assessing the joint reading behaviors of both adults and children. The instrument has both quantitative and qualitative components. The author states that the ACIRI is intended to be an authentic yet friendly assessment tool. In addition, the ACIRI encourages good instruction by helping teachers working with parents and children determine where to focus their instructional efforts in promoting good reading behaviors. The ACIRI evaluates 12 literacy behaviors in three categories: (a) enhancing attention to text, (b) promoting interactive reading/supporting comprehension, and (c) using literacy strategies.

The study was designed to determine (a) whether the ACIRI was sensitive to growth and change over time, and (b) whether teachers found the ACIRI useful as a measurement of joint reading behavior and progress. This instrument was piloted within Even Start, a federal project providing support and educational services to high-risk families with young children. The Even Start teachers collected data on 29 mothers and their children. These teachers routinely observed joint reading in the mothers’ homes, evaluating them with the ACIRI twice during the pilot year (September and May). The author found that adults and children improved over time in all categories. The more comfortable adults were reading with their children, the higher the ACIRI scores were. This report includes several tables to illustrate the findings. In addition, an appendix includes a sample of the ACIRI assessment instrument.

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

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

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

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

The authors of the article work on the assertions that the field of family literacy struggles to define goals and practices and that single descriptions of family literacy are not possible because individual programs must tailor goals and services to the target population. To address these issues, the purpose of this study was to examine the broad range of family literacy programs throughout Michigan. Of 700 literacy programs contacted, only 50 programs fit criteria selected by the authors as family literacy programs, and 11 programs were selected for further in-depth analysis. Information on program processes was collected through classroom observations, interviews, and surveys. This article elaborates on two case studies to describe how family literacy program processes are implemented under different circumstances. This article ends with four factors important for the design of an effective family literacy program: access to participation, curriculum with meaning in participant's lives, collaborating staff and administration with varied backgrounds, and stable funding.


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.

Asserting that literacy is more than a collection of discrete cognitive skills, this study investigates the sociocultural process surrounding parent-child book reading. Three questions guided this study: (1) how does parental use of literature with their children influence the parent's perception of self-efficacy regarding literacy tasks? (2) how are household relations affected as a result of parent-child literacy activity? and (3) how did the literacy project create new social networks for parents? During monthly training sessions lasting 8 weeks, parents learned four types of questioning strategies to be used when reading to their children. Parents then engaged in these activities in their homes. Information was collected in five videotaped sessions. The author concludes that the book reading experience was much more than reading text and recalling previous experiences related to the text. These parent-child reading sessions transformed the home through sharing values and opinions about family, identity, emotional support and freedom.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy


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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section G: Culture and Context

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


The results of a study of family and home literacy factors possibly influencing the development of phonological awareness skills for preliterate English learners during the
early acquisition phase of reading development in a second language (L2) are presented in this paper. The findings are from the first year of a three-year longitudinal study of the effects of an early intervention of first language (L1) phonological skills training to promote cross-language transfer to L2 reading abilities. Data were collected from 247 families of kindergarten children in 13 classrooms in three public school districts in Southern California.

The authors state that proficiency of first language (L1) reading structures may significantly influence reading acquisition of second language (L2) reading structures. Phonological sensitivity to letter knowledge and rhyme are specific links associated with children’s later success in learning to read. Although children who have better phonological awareness demonstrate early word decoding abilities, there is very little known about the relationships between phonological awareness and the early influences of family and home literacy factors. There is also less known about the “relationship of family and home literacy factors on L2 literacy development for English learners” (pg. 3) who enter school speaking a different first language.

An important finding from this study is that low socio-economic status (SES) and low education levels of parents did not deter families from participating in early literacy activities at home. However, studies that define/identify activities as part of the family and home literacy environment are limited. Descriptive statistics and preliminary analysis of mean differences between selected variables are reported. The selected variables include: 1) family composition and language use (family composition and SES, language use), 2) family exposure and knowledge of print and media, 3) family home literacy practices, and 4) family aspirations for their child’s reading and academic achievement (language, reading, academic achievement).

Finally, the initial findings from this study suggest that families value the importance of literacy and language proficiency in Spanish and English, but the expectations that parents/caregivers have for their children’s language and reading achievement in English are most important.

Cross-Reference:
Section G: Culture and Context


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

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

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section G: Culture and Context


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


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 everyday 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 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

The author proposes a new observational approach to assessing parental behaviors associated with children’s literacy outcomes—Parenting Education Profile (PEP). She argues that the value-added aspect of the parenting education and interactive literacy components of family literacy programs has been overlooked in formal evaluation. To address this issue, a team developed an approach that measures the growth of parents in their roles as their children’s educators and advocates. PEP consists of four scales that are based on research about the parental behaviors associated with literacy learning outcomes for children:

1. Supporting children’s learning in the home environment
2. Engaging in interactive literacy activities
3. Supporting children’s learning in formal educational settings
4. Taking on the parent role

Each scale has three or more subscales that further define the constructs. The full instrument includes seventy-five descriptions of behaviors in fifteen different subscales. The descriptions are used to help summarize the status of parent progress. The intent is to identify the highest level of typical behaviors within each area of development, that is, the level of behaviors that represents patterns that are consistently observable. Parents are scored using a rubric ranging from 1 (the lowest score) to 5 (the highest score). Using the developmental level on the subscales as a guide to understand progress, those who are most familiar with the parent, such as family workers, home visitors, classroom teachers, and program evaluators, make assessments at six to twelve month intervals. As with any observation framework, the key in meaningful use of the PEP is full discussion and documentation of the patterns of behavior. Results of the use of this instrument have been successful so far.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


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

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

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

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

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


This article describes a qualitative study of 13 low-income families who participated in a summer family literacy program. In her examination of families, the author was guided by the sociocontextual perspective that calls for looking at strengths and intact literacy patterns in families, (see Taylor, 1983; Taylor & Dorsey-Gaines, 1988; and Heath, 1983). Multiple data collection methods were used to obtain information through parent interviews, dialogue journals done by parents, field notes taken by the researcher and literacy artifacts. This article highlights four family profiles thought to represent the range of situations within the families. The four profiles include families in which (a) literacy was used to handle personal issues and challenges, (b) literacy activities emerged as the source of competition between parent and child, (c) reevaluation of literacy activities took place, and (d) literacy activities were used to show nurture and support for one another. The author concludes that the
families in the study all used literacy for meaningful purposes and these purposes differed based on the social-contextual factors within each family at that point in time. She further concludes that the activities around literacy used by families were not necessarily the school-types of literacy that dominate family literacy curriculum.

Cross-Reference:
Section D: Curriculum and Instruction
Section G: Culture and Context


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

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

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


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
   - 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?
- 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


Flippo begins this article with the assertion that it is not the researchers who have created the “reading wars”. She states that researchers have and will debate their positions on differing approaches to reading approaches such as whole language and phonics. The author explains, “One thing is certain: No one in the reading field would say that there is only one way to do things, let alone one way to teach reading. The idea of a one-way-only approach… has not come from the reading community of researchers… It has come from the outside.” Flippo adds, “Reading researchers are under attack by policymakers and other outside the field who want a quick, easy method for teaching students to read” (p. 38).

The author warns that reading researcher, philosophies and approaches should not be used as scapegoats by politicians and policymakers when students’ test scores are found to be lower than desirable. Flippo found in her research study that reading experts agree on many contexts and practices regarding reading instruction. She states that evidence exists that the need is to allow teachers the flexibility to choose those practices that best fit an individual child and situation.

Recommendations for classroom instruction include:
- Flexibility in classroom instruction
- Use a broad spectrum of sources for reading materials
- Consider students’ interests, motivations, self-perceptions, and expectations
- Give students a lot of time to read, write, and discuss their activities.
- Do not isolate reading from other language arts
- Do not isolate skills, letters, or sounds
- Use their knowledge about reading and literacy.
- Respect the individuality of learners
- There are no simple answers
- Learning to read is complex
- No one method fits all needs and situations

Cross-Reference:
Section D: Curriculum and Instruction

In this article, findings relating to family members using technology to build and improve literacy as a family are discussed. Frazier summarizes findings reported by family literacy providers involved in this project:
- It’s okay for adults to use software designed for kids
- Use interactive software
- Modify mouse pads and keyboards to include larger pad areas and keys, and lowercase letters
- Use headphones instead of speakers
- Encourage parents and children to use the Internet
- Use qualified volunteers to help work with adults and children.

**Cross-Reference:**
Section C: Program Descriptions and Models
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section D: Curriculum and Instruction


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.
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


This paper looks at the issues of race, culture, and class and their influence on instruction and learning in family literacy programs. The author points out that the learners’ racial, ethnic, religious, and cultural history cannot be dismissed especially when the history or daily experiences of learners are not the same as those of the teacher or other learners. The author recognizes that it is very difficult to design and conduct family literacy programs that account for racial, ethnic, religious, and other cultural differences. This is because family literacy programs are among the fastest growing types of intervention programs in the nation and the programs’ purposes vary dramatically in addition to the varied interpretations programs have of the concept or definition of family literacy.

The author states that although there are deviations in the purpose of different programs, the conceptualization of family literacy has led programs to focus on traditional issues of
“parenting, family support, and reciprocal teaching within and outside of home contexts” (p. 1) while ignoring other more complex and critical issues. Family literacy populations do share problems of reading and writing and the “often attendant problem of poverty”, but they also differ greatly in “racial, cultural, and religious affiliation; socio-political histories and ethnic connectedness; socio-economic backgrounds; and life views” (p. 1).

This paper focuses on four areas: conceptualizing family literacy; cultural and social practices of families; practical concerns for programs; and differences and commonalities for teaching and learning. First, when talking about the concept of family literacy, the author outlines two different perspectives. One perspective focuses on school-based academics and the other focuses on family practices. Next, we need to investigate and learn about the cultural and social practices of families to develop programs that are successful in the long-term and have sustainability. Then, on the topic of practical concerns for programs, the author asks that we not assume that homogeneous minorities represent a “monolithic group with similar experiences” (p. 4). For example, “within a collective group, called blacks, there are many different subgroups and cultures, just as there are in other cultural and ethnic groups” (p. 4). Finally, the author states that although there are no fool-proof methods that guarantee all programs will be aware of the expectations of learners, there are methods of thinking about “difference” and “commonality,” and as a first step, all programs must evaluate “the resources and the limitations of existing program structures, content, and focus” (p. 4).

**Cross-Reference:**
Section G: Culture and Context


This chapter focuses on the conceptual and theoretical issues of intergenerational literacy in families. The first section discusses the issues associated with a more expansive and critical framework to study intergenerational literacy. For example, Gadsden suggests that a need exists to identify different features of learning, literacy, families, human development, and intergenerationality in order to fully understand how families acquire, use and value literacy. The second section considers the theoretical context in which this framework is emerging. Four areas of research are suggested to contribute to this context: parent-child book reading, family literacy and parent-child interactions around print, intergenerational learning, and the family life course. The chapter ends with a discussion on the use and importance of having an expanded framework on intergenerational literacy.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy

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

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

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

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

**Cross-Reference:**
- Section G: Culture & Context
- Section B: Parenting Education
- Section C: Program Description & Models
- Section D: Curriculum & Instruction
This report discusses the findings of a study designed to follow-up the children of families studied in the original In-Depth Study (IDS) done in the first National Even Start Evaluation. In the IDS, families from five sites were randomly assigned to either Even Start programs or a comparison group. For the follow-up study, data was collected on 128 of the 179 children (72 percent) included in the random assignment group of the IDS. The majority of the children in the follow-up study were in the first or second grade. Data was collected from school records and included attendance rates, grades and achievement tests. In addition, information was obtained from school staff on school-level policies. The authors report that the school environments attended by both the intervention and comparison groups were relatively homogenous. There were no significant differences between the Even Start and comparison group for level of participation in special programs. There was great variation in the type of achievement tests given as well as the purpose of administering the test. However, when children were given the same test, no significant differences were found. No grade differences were found between the two groups when controlling for a number of child and family variables. While the average rate of participation did not differ for children in Even Start and the comparison group, the average tardy rate was significantly less for the Even Start children. The authors conclude by explaining that these findings are not surprising, because programs demonstrating significant effects used a wider variety of measures and had a longer duration between completion of the program and follow-up studies. They suggest that with a longer interval and more comprehensive measures, "meaningful differences" may emerge.

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


Genisio and Drecktrah state “Choice, engagement, experimentation, risk taking, opportunity to see and use print, and hear and use language, are all closely linked early childhood education components related to emergent literacy development in the young child… The child with special needs requires scaffolding crafted to empower the child to progress towards personal literacy fulfillment” (p. 225). The authors say that center learning is a way to offer an environment conducive to scaffolding. A list of special needs and suggestions for teachers are provided in the article.
The authors describe how different centers in classroom “can enhance interactive language, story response, art, reading and writing-like behavior, collaboration, buddy activity, and independence” (p. 225). They believe that all of these areas of development are empowering and related to emergent literacy development.

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

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

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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

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

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

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

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

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

**Cross-reference:**
- Section A: PACT (Parent & Child Together) Time
- Section C: Program Description/Models
- Section F: Assessment and Evaluation of Family Literacy (FL) Programs


This report describes the Family Literacy Involvement Through Education (FLITE) program, based on a partnership between a public school in the Bronx and the City University of New York. The success of the program was attributed to the following:
Employing women from the community as family workers
Extended opportunities for examining real-life issues and questions
Comprehensiveness and flexibility
Reflecting the diversity of participant observations
The responsiveness and fluidity of staff development

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

There were five main components to the program:
1. Home visits- these visits created a bridge between the home and the programs school-based parenting workshops. This was an original component of the program.
2. Parenting workshops- weekly two hour workshops in English and Spanish; it’s a place where parents can come to discuss with each other the trials and tribulations of raising children as well as the “how to's” of accessing of educational and social institutions for parents who are new to the U.S.; the create a literacy context where parents can share and discuss their experiences and are given the tools in which to engage in critical discourse.
3. Staff development- Similar to the home visits and parenting workshops, these sessions evolve around staff questions and observations about their work. These sessions developed the family worker’s literacy skills as well, by mirroring activities that they would use with their families (dialogue journals, etc.) they began to understand themselves as readers and writers too; the workers were able to find meaning in thought, action, and product; family workers were comprised of women from the community.
4. The preschool classroom- this was designed to do two things: 1. Provide the necessary free-time for the parents to attend adult education classes and 2. For FLITE staff to observe and interact with the children in another context, while introducing more learning experiences in a group setting to the children; it supports children’s emergent literacy skills.
5. Adult education classes- These classes provide a forum for participants to exchange ideas on issues of critical importance, while continuing to develop their skills in discussion, reading, and writing; it helped forge linkages among literacy, learning, and their lives.

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section F: Assessment and Evaluation


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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section E: Collaboration Within Programs and Among Social Service Agencies


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

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

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

In conclusion the author introduces ORIM (Opportunities, Recognition, Interaction, Model). These are the guiding principles by which families support children’s literacy development. The author also introduces ‘strands’ (environmental print, book sharing, early writing, 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


In this article Hannon and Bird recall the past 30 years of family literacy research and practice in England both its developments and challenges. They begin by discussing some of the theoretical aspects of family literacy by distinguishing two basic meanings of the term. The first being literacy practices within families and the second being literacy programs involving families. From there they go on to explain how the practice of family literacy evolved from two separate strands of education, early childhood and adult literacy. They explain how during the 1980s “family literacy programs in the broad sense were established,” and prescriptive approaches—paired reading, shared reading, and pause, prompt and praise, and family reading groups—to literacy emerged. Hannon and Bird highlight the significance of the ALBSU, a government funded agency, when it
“imported a model of family literacy from the United States.” They discuss how the
ALBSU went about developing and implementing programs through research, and that
through this research and other projects like it the idea was to establish “a national
prominence for family literacy.”

In terms of program evaluations, Hannon and Bird posit that enough research has been
conducted in order to conclude that early childhood forms of family literacy programs are
effective. In spite of this claim they argue that not enough research has been conducted
in other areas relating to parental literacy development—take-up and participation. They
continue by admitting that not enough research has been conducted which examines the
“synergistic benefits of the intergenerational program” as compared to stand-alone
programs.

The authors then address four key policy issues—funding, flexibility in program
development, professional development, and research and evaluation. They explain that
in order for family literacy to grow it “needs to catch up with the rapidly changing policy
climate and restate what it is for and where it fits” (p.34).

In conclusion they settle on the idea that up until now there seems to be the promotion of
one main model of family literacy practice, and that what the field needs is more of an
international exchange of ideas and experiences in order for family literacy to meet the
developing and diverse needs of families around the world.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy Programs
Section G: Culture and Context
Section H: Government Policy

*Adults learning*, 9(3), 19–21.

Although the combination of adult education and early childhood education can often
support each other, difficulties can exist because the aims and the traditions of each
component also differ. The purpose of this article is to focus on how early childhood
educators can think about parent learning. Early childhood educators need to recognize
that (1) differences exist between adult and child learning; (2) parents are experts of their
own children; (3) parents have views on school literacy; (4) parents have views about
their role in their children's learning; and (5) bilingual parents may have different
learning needs. This article concludes with suggestions for practice.

**Cross-Reference:**
Section B: Parenting Education

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

First, this paper identifies factors that can help determine how stressful a child’s disability will be to a family. These factors include:
- Parental traits
- The nature of the child’s exceptionality
- Care-giving demands of the child
- Internal social supports
- External social supports
- Financial resources
- Family constellation and relationships

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

Second, the author discusses how to develop programs that fit with the adaptations that families have already made to the child’s disability. The author stresses that the intervention should help and not hinder the family and it should respect and build on the families’ beliefs regarding literacy. The author encourages providers and researchers to perform a needs assessment on the family before attempting to design an intervention program. Planning should begin by “gaining a detailed picture of the family’s daily life” (pg. 2).

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

Cross-Reference:
Section C: Program Descriptions and Models
Section G: Culture and Context

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

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

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

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

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

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

Hayes asks the question “Are family literacy programs effective?” There is no simple answer to this question. Hayes suggests that to be effective, a research study must first define evaluation, research, and family literacy. Hayes discusses the evaluation as providing information, which can be useful in decision-making functions. The author then defines research as all the processes through which the project can reach error-reduced conclusions. The study addressed a working definition of focusing “…on literate families only. This working definition was arrived at by determining the capabilities needed by family members” (p.1). Hayes has a list of eighteen capabilities including communication and development goals. Family literacy programs are those that address family capabilities and have intergenerational family goals and effects. Because family literacy programs are designed to offer many services for all generations, other more focused programs appear to have more efficient effects. However, a researcher must consider the long-term and combined effects that family literacy programs have on families.

When framing long-term goals, plans, or research, some points need to be considered. Hayes lists eleven points including correlational studies and population considerations. Hayes proceeds to describe the designs, conditions, dangers, purposes, and approaches for longitudinal evaluation and studies. The dangers section is particularly interesting. Researchers fall into a pitfall when comparing groups of participants when, in fact, participants are very different. Another danger is not specifying a clear purpose for evaluation.

Longitudinal studies in family literacy should have a purpose and reflect on the needs, goals, and conditions of the family. The studies should be based on the theoretical design of the program. Longitudinal studies should be conducted to achieve quality results; otherwise the studies are useless and time-consuming. This paper is pertinent to researchers especially those in family literacy. The author provides many factors, dangers, and approaches to consider when conducting a longitudinal study.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


This book reports on an ethnographic study of the language of children in communities in North Carolina. The two communities, "Roadville," a white working class community of textile mill workers, and "Trackton," a black working class community of older farmers and younger textile mill workers, are only a few miles apart. Heath also investigates a
third group of individuals and calls them townspeople. Townspeople are middle class individuals who live in "Trackton" and "Roadville." There are deep cultural differences among the groups of people in the communities. Heath describes how these cultural differences affect language and literacy patterns (or "ways with words"). This book serves as an excellent background for people working with children from different cultures.

**Cross-Reference:**
Section G: Culture and Context
Section D: Curriculum & Instruction


This article reports on an ethnographic study that examines the informal and formal teaching of literacy skills to preschoolers by families in three communities. A primary focus of this study is the role of “culture” in the teaching of literacy skills. The author provides a comprehensive account of how communities instill their children with the skills to “take away” meaning from books and how this relates to the child’s participation/success in the formal school setting.

This article, which provides both cultural and concrete information regarding literacy, should be read by teachers of pre-school and elementary grade children, parent educators, staff developers and curriculum developers as it provides insight into the development of all children.

Heath uses three communities in her study: Maintown, a middle class neighborhood. All Maintown families had a current teacher or a recent active teacher as the mother; Roadville, a white working class community where parents have historically worked for the textile mill, and; Trackton, a black working class community that has a tradition of working on the land but has more recently moved into jobs at the textile mill.

The study asks: Is reading development “natural”, i.e. cultural, or learned? How are the different “values” of community, as regards literacy, displayed in a child’s literacy development? Is the mainstream way the only way to literacy? What kinds of interactions take place between adults and preschoolers in the course of literacy based activities?

The author looks at both the cognitive aspects of reading and the affective aspects of literacy. Heath concretely states the areas of disparity between the children’s knowledge and the requirements of formal schooling and at what point in school students may begin to fail. It is implicit in her findings what schools can do to enhance all children’s learning.
in the school by building on what they have learned to value in their homes. This, in turn, lessens the disjunction between home and school.

Cross-Reference:
Section B: Parenting Education
Section D: Curriculum & Instruction
Section G: Culture & Context
Section I Professional Development


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

Effort #1: The Contest Approach
- Some students read more books
- Poorer readers gave up when they felt they couldn’t keep up
- Some students figured out to read shorter books
- Student’s reading habits did not really change.

Effort #2: Reading Materials
- Provide access to more books in libraries and classrooms
- Take students to neighborhood libraries and get them cards
- Give students free books - Set up a swap cart for books and magazines
- There was more reading access but “still far too many students who were not reading regularly at home.”

Effort #3: The Reading Contract
- Contract involved all students reading or being read to at least four days a week: K-2 for 15 minutes and 3-5 for 20 minutes
- First year results showed 50 percent of the students participated at least 75 percent of the time and most of these students showed steady growth in reading performance
- 50 percent were not reading regularly at home. Many of these students were not performing at grade level and had potential for reading problems. Almost all of these students lived with families who qualified for free or reduced lunch or had special needs
Parent workshops were then offered but were mostly attended by parents of those students who were reading regularly

Effort #4: The Literacy Show
- A literacy show performed by children emphasized the principal’s message that children’s future academic progress depended on whether and how much children read at home
- Emphasis that reading is fun and important was integrated into school culture

Effort #5: Reaching Out
- A group of trained parents visited the homes of new students with a message about the importance of reading at home, present a book, and discuss strategies for fulfilling reading contracts
- Volunteers began calling and visiting homes of non-participating children. Peers were usually received in the homes
- Reading contract grades were added to report cards

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

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


This article is not a research report but a critique of family literacy programs. The author points out that although the current family literacy programs based on the National Center for Family Literacy’s four-part model are popular, research “indicates several
additional concerns that make this model of education more likely to further fragment than to unite the field of literacy” (p. 340).

Hendrix states that there are four major categories of concerns. The first category of concern is that the current family literacy program model is a compensatory model. He expresses a concern that current programs “single out particular families as ‘in need’ of specific kinds of help, and within these families, further selects specific individuals (generally a young child and mother) (p. 340). The author cautions that family literacy programs should be careful of labeling families or family members as “at risk” by someone else’s standard and not to try to fit all families into narrow, ethnocentric, and bourgeois models of education.

As a second concern, the author believes that the current model that usually focuses on a mother and a pre-school child is isolationist in that it does not include the participation of other family members. Hendrix says that programs should not overlook older siblings or other adults. He feels that programs would benefit from working with whole families and communities.

A third concern stated by Hendrix was that although the family literacy program model includes an interactive literacy component, many programs are omitting this component. The author feels that programs keep adults and children separate most of the time and that programs should be more interactive and intergenerational. He also believes that the adult literacy component often replicates high school settings in which the adult had previously failed and did not meet necessary instructional goals that would make it possible to escape the cycle of poverty. In particular, Hendrix expressed a concern for a lack of job skills and search assistance.

The final concern, mentioned by Hendrix, was the lack of and temporary nature of funding for family literacy programs. He proposes that families and communities should take ownership of family literacy programs. He states that although the concept of family literacy will remain very popular, “family literacy education as currently configured and practiced will not likely heal the fractures within the field of literacy education, nor will these programs produce sweeping national social or economic changes” (p.343).

In conclusion, Hendrix proposes a family literacy program model based on research would be one that included: (1)multiple family voices reflecting culture, ethnicity, race, and gender, (2)socially responsible and family-responsive programs that are learning-centered and focus curriculum on issues such as women’s issues, (3)imagine and develop programs that “we are willing to give away” to families and communities.

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

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

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

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

**Cross-Reference:**
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


This handbook serves as a resource for staff members interested in evaluating family literacy projects as it presents alternative approaches to assessing and evaluating family literacy projects. Alternative approaches are defined as those that are flexible, represent the curriculum, are relevant to learners, and indicative of the abilities and knowledge acquired. Chapter two offers a model for integrating program planning, implementation
and evaluation activities. Chapter three presents the use of initial assessments at intake of a family literacy project. Chapter four demonstrates the use of alternative assessment and evaluation for documenting learners' progress. Chapter five presents four alternative approaches to assessment and evaluation, and discusses the processes involved with collecting data, analyzing data, using data, and reporting data and findings. Chapter six provides a description of the process used to design this handbook.

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


This is a statewide evaluation report of Even Start Family Literacy Programs and Pennsylvania’s Adult Literacy Act 143 Family Literacy Programs funded by federal and state monies, respectively, during the 1999-2000 program year. Data were collected and analyzed from survey and focus groups that included parents, family literacy partners, and their community partners. The evaluation focused on determining the effectiveness of Pennsylvania’s family literacy programs in providing integrated family-centered adult literacy and early education and related support services to meet the educational needs of eligible families.

Six questions were designed to determine the effectiveness of these family literacy programs:

1. To what extent did family literacy programs identify and recruit eligible and “most in need” families?
2. To what extent did families participate in the educational and support services offered through the family literacy program?
3. To what extent did participation in the family literacy program result in positive outcomes for parents and their children?
4. To what extent were family literacy providers able to establish and maintain partnerships with existing community resources to support participating families?
5. To what extent was the Family Literacy Summer Reading Program successful in supporting partnerships between family literacy providers and public libraries?
6. To what extent was the Family Literacy Summer Reading Program successful in engaging families, both those enrolled in family literacy programs and those not enrolled, in participating in reading activities during the summer months?

Evaluation findings indicated that family literacy programs did make a difference:

1. Programs served families most in need of services.
2. Families participated fully in the family literacy program and gained access to needed support services.
3. Pennsylvania’s family literacy programs were successful in providing education leading to statistically significant improvements in adults’ academic skills; however, changes to families’ economic status were mixed. Overall, changes in family income were minimal; however, significantly higher percentages of working parents received employer benefits.

4. These programs also had a positive impact on preschool children’s readiness to learn and school-age children’s success in school.

5. Parents who had participated in family literacy for over one year made significantly larger gains than short-term participants in the frequency with which they read to their children, their children read to them, and their children read for fun.

6. Overall, family literacy programs were successful in establishing partnerships with agencies and organizations providing educational and support services.

7. The Family Literacy Summer Reading Program was successful in establishing new and building existing partnerships between family literacy programs and public libraries.

The findings also suggested several broad areas in which family literacy programs might improve services:

1. Family literacy providers should identify and address changes in their communities that affect delivery of family literacy services.
2. Family literacy providers continue to need assistance in building effective local collaborations that move beyond simple referral services.
3. Providers should identify and implement strategies to increase parents’ and their children’s participation in family literacy services.
4. Efforts should be made to support the family literacy professional development and program improvement systems.

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


In this article Hutchinson approaches the subject of family literacy with a feminist lens developing an analysis of programs which draws on critical literacy to reposition mothers as “researchers of language and ethnographers of literacy practices within their families” (p.1). This article is only a small part of the research of this qualitative study. It takes place in Australia and consisted of 11 women and one man (who left due to illness) with diverse educational (between 9 and 11 years of schooling) and work histories prior their becoming parents.
Hutchinson began the study by developing research activities which were then to be conducted by the program’s participants investigating their children’s literacy development in the home. Once this was accomplished, the participants would then share and collaboratively analyze their anecdotes within the program. During the analyses in class other students’ comments demonstrated the multiple readings of one student’s writing. Through this they were able to make connections to their own lives and those of others in the classroom.

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

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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

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

Considerations:
- “Technology does not determine learning outcomes, and it does not teach students.”
- Technology can expand choices that determine learning outcomes and manage the teaching/learning process.
- Technology can provide opportunities for learner-centered instruction, lead to more active and interactive instruction, and result in collaboration, cooperation, and small group work.
Guidelines:
− Let learning outcomes drive the process of technology choice.
− Strive to infuse and/or integrate technology into the instruction.
− Use technology to shift the emphasis in teaching and learning from teacher to learner.
− Be prepared to modify the role of the instructor.
− Use technology to move the focus away from low-level cognitive tasks to higher-order thinking skills.

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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

Cross-Reference:
Section C: Program Descriptions and Models


Interactive Literacy/Parent and Child Together (PACT) time is what makes family literacy programming unique; it symbolically represents the concept of learning as a team effort with the adult taking the lead. The acronym PACT has dual meaning in this context as a pact is a promise. Jacobs presents the developmental history for this intergenerational activity component within family literacy and discusses application in preschool settings. The challenges for implementation, delivery and design are addressed. The chapter concludes by stressing the necessity to measure outcomes for both programs and families.
Interaction between parent and child needs to be natural vs. artificial if it is to be meaningful which requires time. Coordination between home and school should occur; PACT time allows for these two separate and distinct environments to overlap. Within the school environment, parents receive support and learn new skills and techniques for their interactions with their own children.

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

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

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

**Cross-Reference:**
- Section A: Interactive Literacy
- Section B: Parenting Education
- Section C: Program Description and Models


This article discusses the findings of a three-year family literacy project in southern California. The project evolved from a researcher-oriented one with a 70% drop-out rate to one with learner-oriented objectives with a 100% retention rate. In the initial program, the researchers trained caregivers from low-income families (most of whom were recent immigrants from rural Mexico and Central America) how to read storybooks to young children in an interactive way using higher order thinking questions. This form of literacy experience became a “punishment” to the caregivers who had an average of fourth-grade level schooling and also to the children.
In order for the literacy process to become a “pleasure” experience, the researchers relinquished their control and provided opportunities for the caregivers to create their own texts that they, in turn, shared with children. Differences were found, not only in retention of participants, in performance mode of reading, pride in the text, and shared positive-affect values. Caregivers were then able to “concentrate on refining those aspects of oral presentation that were important to them, such as dramatization and bidirectionality (requesting and encouraging feedback from the listener), instead of on the chores of text decoding and comprehension” (p.463).

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

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


Despite the strong advocacy for stakeholder input in collaborative, participatory, and empowerment forms of evaluation, little is documented in the literature describing the involvement of stakeholders in the decision-making processes that occur in evaluation. This case study examines the implementation of portfolio assessment in an Even Start Family Literacy Program in Nebraska. Unique to this evaluation is the strong degree of collaboration between staff and evaluator. Staff and evaluators collaborated by (1) identifying what was to be assessed, (2) the decision of the use of the portfolio as a means of assessment, (3) designing the portfolio assessment, and (4) reviewing the portfolios. Participants in the family literacy program also assisted staff by selecting and collecting items to go into the portfolio. This article ends by offering several lessons learned from this collaborative evaluation experience.

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

© Goodling Institute for Research in Family Literacy, The Pennsylvania State University, 2005
This article reports on the effects of an intervention program, Project EASE. The project is designed to give parents a theoretical understanding of how to help children as well as give them knowledge of scaffolded practices to facilitate their children’s literacy development. The program provides specific support for children’s oral language development. It focuses on vocabulary, narratives, and exposition. The program was designed incorporating principles derived from research on predictors of reading outcomes and in consultation with parenting educators.

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

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

Although the intervention has proven to be effective, some limitations were still present. Because actual observation of parents engaged in the activities they were trained for are not available, it is difficult to determine precisely what key aspects of the interaction generated the gains. Secondly, the relative costs and benefits of the intervention are not addressed by the study. Despite these limitations, the study has shown that parents welcome invitations to participate in their children’s school success and parental efforts do indeed result in children’s improved language and language analysis skills. Finally,
vocabulary knowledge, story comprehension, and story sequencing are the language skills that most strongly relate to literacy accomplishments.

**Cross-Reference:**
Section C: Program Descriptions/Models
Section D: Curriculum and Instruction


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

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

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

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

**Innovative Features of the Program:**
- Staff and Families in an Authentic Learning Partnership
- Staff as Cultural Interpreters
- Reflective Staff Development
- Reflective Practice

**Outcomes:**

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

**Parents:**
- high retention
- educational progress
- improved employment status
- noticeable involvement at children’s school and education
- improvement on Even Start children’s attendance and standardized scores (100% of pre-K – grade 3 reading on grade level)
Parents play an important role in the literacy development of their children. In the past, studies have focused on the maternal influence. However, there is a recent interest in the paternal influence. This article is a phenomenological study that was conducted with the West Virginia Even Start Family Literacy program. It presents two families that have similar demographic variables. Each family is European American, consists of married parents with two preschool children, and who is on some form of public assistance.

The Even Start Family Literacy Program is a federally funded program that offers educational opportunities for low-income families. It provides early childhood education, adult education, and parenting education. The West Virginia program specifically addresses the literacy skills of parents and children, parent roles, and self-sufficiency. Services from the program include home visits every one or two weeks from a family educator. Each visit contains developmentally appropriate literacy activities for the children and parents to do during the visit and to continue to do after the home visitor has left.

The study specifically focuses on the father’s interaction with his children and the effect that this has on the children’s development. The article describes the two families in depth and the responses of the fathers to the home visits. The study was conducted on home visits because the fathers were not the primary participants in the program. Each family valued education and realized the need for their children to possess the skill of reading. Each family wanted their children to succeed. “Despite their own school failures and frustrations with learning, the fathers attempted to support their children’s literacy learning” (p.191). Even though the effects of the study did not yield statistical differences, the fathers did initiate some reading habits and actively participate in their child’s learning. The parents also claimed to see an improvement in their children’s literacy development after participating in the program.

The author provides some program implications that evolved from this study. First, fathers should not be excluded from literacy activities with their children. Second, family educators should include activities and books that match fathers’ reading abilities and deal with traditional male roles to spark interest. Third, program planning should be considerate of fathers’ benefits. Fourth, providers should be aware that children can
encourage the fathers’ efforts in literacy activities and provide positive reinforcement. Finally, parents who read to children and participate in literacy development will positively affect children’s literacy development.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education


“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.

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


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

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


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. The 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 educator 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


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

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

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

A difficulty for this study was when the children went back to their regular schools in the fall and continued to encounter difficulty with reading where reading accuracy was stressed. The author felt that “what was missing from this experience was the long-term support families need as they explore broader avenues for helping their child as a struggling reader… These parents, who were socialized by school and society to look at deficits, experienced an alternative model of reading focused on creating a literate environment where each reader’s strengths are paramount. Yet it was natural for families to return to their comfort zone of traditional literacy beliefs and practices” (69).

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

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


This qualitative research employed a single participant case study design using family literacy adult basic education program to explore how an African American woman, a single parent, made her transition from welfare support to enroll in a local community college. This study’s participant, a 28-year-old mother of four, had lived in the “housing project” for many years; she had been in and out of prison; and was on welfare for eight years. What really stood out about this participant was her motivation and willingness to acquire basic skills. Her participation in the family literacy program enhanced her "bonding" social capital needed to be active in her children's schooling.
Policy makers, Even Start programs, and ABE students may find this research useful in several ways. This study suggests a comprehensive approach in dealing with work and education issues of welfare leavers. Thus, the major task of adult education is to help welfare leavers obtain and keep jobs, and to promote continuous education and skills enhancement as demonstrated by the Even Start family literacy model.

**Cross-Reference:**  
Section I Professional Development  
Section G: Culture & Context


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

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

**Cross-Reference:**  
Section C: Program Descriptions and Models


The author of this article discusses how practices in 50 GTE Family Learning Centers in seventeen states have responded to three primary goals:
- Increasing the literacy skills, computer skills, and parenting skills of parents
- Increasing the pre-literacy, reading, study skills, and computer skills of children
- Increasing parent-child interaction around reading and school

Comments regarding technology use in family literacy programs:
- Using technology in family literacy programs gives parents and children opportunities to be active participants in their own learning processes
- Programs can provide access to computer technology that might not otherwise be available
- Technology can assist enrollment and persistence
- Parents have applied newly learned skills to family issues and activities
- Parents have reported increased time reading to their children, helping with homework, and talking about books, reading, and computers at home
- Parents have attained employability skills and used computer skills in their communities
- Parents have developed a greater awareness of the part computers play in their lives and learned patience and care in working with computers
- Parent and Child Interactive Literacy activities can include parents and children working together on computers
- Parents with low literacy skills and high-risk children often have limited opportunities to access technology. Integrating technology into family literacy programs can address this issue.

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


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

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

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

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

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

Cross-reference:
Section I: Professional Development
Section C: Program Description and Models
Section F: Assessment and Evaluation of Family Literacy Programs


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 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


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


In this study, Levesque sought to answer the question: “How do family literacy projects integrate educational technologies and prepare families for success in a society...
increasingly dependent upon, even driven by, technology?” This study was conducted over a one year period in which time, the author, working as a state evaluation consultant for Even Start family literacy programs, visited nine programs, interviewed staff, conducted workshops for practitioners, e-mailed a technology survey to 12 projects, and reviewed local programs’ annual evaluation reports. The findings of the study are as follows:

- Didn’t observe adult learners using the Internet
- Few computers were wired for Internet access
- Adult learners did practice keyboarding
- Adults with less education, especially those with low-income in family literacy programs, have fewer skills and familiarity with technology
- Attendance increased significantly with free email and daily Internet access
- There were higher retention and attention rates as consequence of increased access to educational technology
- There was some technical support from local school districts
- There is still a gap between practitioners willing to integrate technology into their teaching and those who shun computers
- Many parents perceive computer literacy as important for employability and for their children’s success in school
- Low-income families who cannot afford computers at home feel their children are at a disadvantage in school
- Many programs acquire their technology secondhand from schools and businesses
- There was a lack of reference to computer-assisted instruction in 7 of 12 programs reviewed
- Computers were not allowed in infant/toddler rooms for safety reasons where they previously were used during Parent and Child Interactive Literacy time
- Loaning computers to families can be helpful educationally but may cause financial problems if families try to purchase computers without financial planning

Summary:

- Funders must make family literacy programs’ access to high-quality technology resources and professional development a high priority
- Access to technology can provide learner motivation
- Family literacy programs can match personal learning goals with educational technology
- Family literacy practitioners and tutors need paid professional development opportunities
- Family literacy programs can integrate educational technologies with Parent and Child Interactive Literacy time
- Programs can help adults to use technology to achieve personal learning goals, develop communication skills, accommodate individual learning styles and disabilities, enhance self-esteem, and increase employability skills.

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


This report presents an evaluation of three tribal Even Start projects: The Cherokee Nation Even Start Project, Makah Even Start Project, and Pascua Yaqui Even Start Project. The Cherokee Nation Even Start Project was based on home-based services and the Makah Pascua Even Start Projects implemented a combination of home-based and center-based services. The report covers the following: community characteristics (economics, education, and health), family recruitment, staff characteristics, content and delivery of services, coordination of service components, participant and follow-up strategies, project impacts, and features important to success and challenges faced.
The author of this article relates how current findings in brain development research can be reflected in family literacy programs. Logue divides her article into two sections.

What do we know:
- The first three years of life are critical to a child’s brain development
- “Experiences that are repeated often—whether positive or negative—have a great impact on how the brain is wired. Repeated, daily actions and interactions have the most potential for affecting a child’s life. In terms of developing literacy skills, nothing is more important for young children than regular daily experiences of face-to-face interactions—being read to, talked to, listened to, touched and comforted… Teaching parents about the effect of repeated, positive interactions is key for helping parents understand how ordinary experiences become nourishing food for the child’s brain” (p. 3).
- There are critical periods of time for certain types of learning
- Differences in language development are not rooted in the type of physical care children receive at home but in the quantity and variety of language to which they are exposed
- How children are cared for has a decisive, long-lasting impact on their development, their ability to learn, and their capacity to regulate their emotions
- Parenting education addressing discipline, guidance, and stress management cannot begin too early.

Implications for Even Start:
- Use parenting education as a vehicle for strengthening parent-child attachment
- Help parents learn to “read” the non-verbal signals babies give
- Parents can strengthen parenting and literacy skills through group experiences and individual instruction
- Parents need to develop observational skills
- Programs that systematically provide instruction to parents on literacy activities can have a positive effect on parents’ skills in reading to their children
- Parent and Child Interactive Literacy time can be used to increase parents’ awareness of and practice with their children’s language development
- Programs need to provide staff training and development with current research
- “Changing parents’ attitudes and beliefs about parenting is difficult and takes time: it cannot be accomplished during the limited Parent and Child Interactive Literacy time available in most Even Start programs. However, the integration of program components can intensify the effect of services because the big messages about parenting, language and learning are reinforced” (p. 7).

Cross-Reference:
Section B: Parenting Education
Section D: Curriculum and Instruction


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

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

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

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


Lonigan surveys the knowledge base developed over the recent past regarding the development of reading in children, and on emergent reading and writing among preschool children, with emphasis on research relevant for family literacy. The author cites analysis of Even Start concluding that program emphasis has shifted towards background issues of family function and away from focus on literacy skills. Also cited are studies of Even Start programs that failed to find evidence that children’s literacy was being effectively supported.

Emergent literacy is defined here as the acquisition of literacy originating early and developing along a continuum, with no clear demarcations between prereading and reading, or prewriting and writing. Two domains are ascribed to literacy and emergent literacy: outside-in (when readers bring an understanding of the context to their reading of written text), and inside-out (when readers apply knowledge of rules for translating written text). The author focuses on oral language and print motivation (two outside-in elements), and phonological processing and letter knowledge (two elements of the inside-out domain).

Because there is a connection between school readiness and family income, SES becomes one of the strongest predictors of performance. Book ownership and exposure to other experiences in support of the development of literacy, are also tied to SES through numerous research studies cited. Among the most dramatic is an estimate that a child from a “typical” middle class family may have experienced 1,000 to 1,700 hours of one-on-one picture book reading prior to entering first grade, against 25 hours accrued by a child whose family is low-income. Family literacy typically addresses this inequity.

Environments encouraging development of emergent literacy are characterized as those including shared reading, other home activities (e.g. conversations), and shared reading intervention. Phonological processing skills are categorized. Variations in home environments, writing and invented spelling, teacher-directed interventions, computer-assisted intervention (CAI) are highlighted as subheadings as well as the links between school and home.
The chapter is useful to administrators, program staff, also planners and those constructing policy. As most program evaluations have focused on the broad outcomes of family literacy, emergent literacy skills have not necessarily been targeted for attention. The research referenced in this article can assist in addressing those crucial emergent literacy skills that can be used to strengthen program impact. Both existing programs and program policy can be further optimized to improve the acquisition of emergent literacy skills.

**Cross-Reference:**
Section A: Interactive Literacy
Section B: Parenting Education
Section D: Curriculum & Instruction


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

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


This article reports on the analysis of four early intervention evaluation studies in relation to developmental outcomes and parent-child interaction. The four studies reviewed were the Infant Health and Development Program, the Longitudinal Studies of the Effects and Costs of Alternative Types of Early Intervention, the Play and Learning Strategies Program, and the Family Centered Outcomes study. All four studies used the Maternal Behavior Rating Scale. The authors discussed barriers to relationship-focused interventions and the need to re-examine the early intervention outcomes. The authors’ analysis focused on contrasting the differences between child-focused and relationship-focused models of early intervention. In child-focused models intervention is on the child’s development and care needs in a directive teaching framework. In relationship-focused models intervention is based on enhancing or supporting the parent-child relationship. The authors advocate for the relationship-focused intervention model. The authors’ analysis indicated that intervention effects on child development were unlikely to occur unless mothers modified their style of interacting with their children. For mothers who had participated in intervention programs, their level of responsiveness was positively associated with their children’s developmental outcomes. Tables are included to illustrate definitions from the data collection tool and statistical information from the narrative discussion.

Cross-Reference:
Section B: Parenting Education

In this article the author uses a narrative voice to look at the role literacy played within his family for three generations, and to question the ways in which the systems found within education and society hinder literacy.

The author proposes family literacy as having a greater impact than school achievement and career paths, and identified that the changes in the description of literacy within his family correlated with the shifting position of the family within the social class system.

The path of literacy throughout the three generations of his family was described beginning with his parents, where literacy was part of their daily lives, functional and ordinary. Within the author’s generation literacy and academic degrees represented success. For the third generation the author expresses more concern relative to the direction of literacy. He describes life for his children as easier with the promise of more opportunities; however, it is his belief that these opportunities come with more constraints especially in the area of literacy. Due to academic competitiveness the focus on literacy is not just “the more the better, but the earlier the better.” p. 31  It is the opinion of the author that children’s lives are constrained far too early thus impacting literacy within the family.

In conclusion the author proposes that literacy needs to be seen as a tool we acquire and use primarily as communication, thus supporting the community and society in general.

**Cross Reference:**
Section B: Parenting Education


This paper was a longitudinal narrative research study based on interviews with 123 learners and 121 tutors in the California State Library Families for Literacy Program (FFL). Data were recorded and analyzed into both qualitative and quantitative formats. The emphasis of this study was on the learners’ views of their own lives and their views of how this program has influenced their lives. The authors challenged the traditional model of family literacy that conceptualizes the improvement of parental literacy on children’s literacy as a straight line. Instead, they propose a modified model in which learners’ changes are multifaceted and indirectly affect their children including the identity, social context and goal changes of the parents.

The focus of this research is on the long-term effects of family literacy and the reasons these effects occur. Three aspects of change in the lives of family literacy participants were addressed:
1. How does learner identity change during this transitional phase? How do the learners describe themselves? How do the narrative self-descriptions given by the learners reveal identity shifts?

2. What are the social contexts for these transitions? Specifically what types of social networks exist for adult learners? How does the relationship with the tutor impact the learner’s life?

3. How does participation in the literacy program impact the learners’ family? How might improved parental literacy interact with children’s developing literacy?

Findings from this study suggest that benefits learners gain occur both personally and for their children. The path from learners to their children may reflect indirect parental changes in identity, social context, and goals, as well as gains in literacy. First, the way learners describe themselves suggests they are more confident as a result of the program. Second, learners’ social networks are less extensive than those of the tutors; they have fewer members in their social network than those of similar aged groups in this study. The authors then point out that learners may have difficulty learning due to lack of social support. Finally, the goal the learners set for themselves and their children appear to change with participation in the program. It seems that the desire to help their children brings these adults into this learning program; therefore, they reported their major role as “parent” more often than any other roles. Participants believe they are in a better position to help their children if they are also learning.

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


This article is comprised of a dialog between the two authors regarding the question posed in the title. The authors first discuss the definition of emergent literacy and that it can be different depending on whether it is relating to children or adults. They mention various research studies in the field and draw a number of conclusions:
- Research has generally shifted from one of cognitive to a more sociocultural perspective
- Research has previously involved small numbers and further studies are needed
- Although we have learned many things about emergent literacy, we have much more to learn
- Although research indicates the need to individually adjust instruction, this is frequently not the case
- More research in emergent literacy is needed in non-white, non-middle-class environments
- More longitudinal research studies are needed that examine different ways in which children experience literacy development
Research is, at this point, incomplete and we should not establish instructional applications as if we have completed it.

Possible future research questions also emerged in the dialog:
- Do children who develop phonemic awareness over time, as they naturally interact in literacy events, have a different way of operating with phonemic awareness than do children who have been trained?
- Is there a difference in the ways that children operate with phonemic awareness knowledge while learning to read and write between, on the one hand, those who were trained in it in a way that focused only on working with sound segments and letters without a purpose of function as part of a larger activity and, on the other hand, those whose training in phonemic awareness was embedded in functional literacy events?

A good summary of current research in emergent literacy, as stated in the article, says: “In fact, we do know a lot about the emergent literacy process, but we clearly don’t know enough to ensure that all children will learn to read and write successfully.”

Cross-Reference:
Section H: Government Policy


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

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


This paper identifies four features of parent-child interactions related to children’s success with literacy. The four features include:
- Parental reading to and with children;
Complexity of language and strategy between parents and children; 
Parental conceptions of the roles of education and literacy; and 
Literacy modeling and support present in the home environment.

First, the author states that what occurs during the time spent reading with children is more important than simply reading to them. Second, the author compares the strategies employed by parents of children who are good readers with strategies employed by parents of children who are poor readers. Parents of children who are good readers use “expansionist strategies”. With these strategies, parents elaborate on text by requiring their children to make predictions and connections (activating schema), and to use strategies to both comprehend text and reduce frustration associated with reading difficulty. Parents of children who are poor readers, on the other hand, use “reductionist strategies.” These strategies focus on skills such as decoding, and they emphasize reading as a skill to be mastered versus something that is fun and of social value. Third, the author dispels the myth that low-income parents do not value education. The author suggests that differences between low-income and middle-income parents in reading behaviors and strategies exist because of differences in beliefs about literacy held by parents. The author also uses the term “bi-directional” when referring to the parent-child literacy relationship. This term means that the child and parent equally influence each other. Finally, the author makes a distinction between the use of literacy in low-income families and in middle-income families in the home environment. The author suggests that schools change their (curriculum) middle-class approach to literacy to accommodate a low-income approach to literacy.

This paper also discusses briefly interventions in parent-child interactions, program results, conflicting viewpoints, and a middle ground to meet all families’ needs. In conclusion, the author suggests that our focus should be on literacy instruction “designed to give parents more control over their world. If this is done, all else will follow” (pg. 5).

Cross-Reference:
Section A: Parent and Child Interactive Literacy


This article discusses recommendations for tutors incorporating computers into their adult literacy programs. Miller suggests that computers can effectively supplement instruction and that using a computer can increase time students spend on reading and writing. He cautions that computer programs do not replace teacher instruction and that teachers and tutors are need to create instructional programs that are student-centered. The author makes six recommendations:
- Teach your student basic skills such as using a mouse or keyboard
- Use word processing programs effectively
- Consider using a commercially produced reading program
Encourage students to use the software on their own
Supplement and vary your lessons with computers.

Cross-Reference:
Section D: Curriculum and Instruction


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.

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


The connection between the public library and family literacy programs is becoming increasingly stronger as a result of the Bell Atlantic/ALA Family Literacy Project and the Families for Literacy program initiatives. This publication serves as a directory of library-based family literacy programs, and reports on their development as a legitimate approach to the problem of low literacy. It describes twelve outstanding library-based family literacy programs and identifies certain program components that can be replicated in libraries everywhere to facilitate program expansion.
Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies
Section C: Program Descriptions and Models

New Brunswick, NJ: International Reading Association, Inc.

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

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

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

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

Part Three: Developing New Practice

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

Cross-Reference:
Section G: Culture and Context
Section C: Program Descriptions and Models
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


In this article, the authors discuss current views, practices, and applications in family literacy. Because literacy activities at school and at home are sometimes seen as incongruent with one another, the authors suggest that the term family literacy be viewed in the broadest sense. The authors categorize family literacy initiatives into three areas (home-school partnership programs, intergenerational literacy programs, and research examining literacy use in families) and provide a description of each. Community collaboration and partnerships are noted as integral to the future of family literacy. Examples of collaboration in federal and state level family literacy programs are described. The need for evaluation of family literacy initiatives is stressed and methods of disseminating information regarding family literacy are presented.

Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction

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


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


This chapter highlights the importance of literacy instruction at home that is based on the use of children’s literature. Book-rich contexts lead to learning to read and write. Literature based instruction includes reading aloud, daily reading aloud time, reflection and discussion, etc., with constructing meaning as the primary goal.
A brief history of literature-based instruction is included in the article. Skill development is tied in with storybook reading, addressing comprehension, print awareness, vocabulary, and fluency development. Strategies for positive effects stress the dialogic interaction that is the centerpiece of family literacy’s intergenerational literacy component. Strategies include interactive behaviors, repeated readings and literature discussions.

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

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

Cross-Reference:
Section A: Interactive Literacy
Section B: Parenting Education
Section C: Program Description and Models


In this advocacy brief, Movement for Canadian Literacy (MCL) calls on the Standing Committee on Human Resources Development and the Status of Persons with Disabilities (HRD Committee) to endorse recommendations that support literacy development. MCL states that if Canada makes literacy a priority policy, then Canada’s economic and social outcomes will benefit.
The brief is organized into nine sections. The first section introduces the non-profit organization that prepared the brief, The Movement for Canadian Literacy. The second section, Serious literacy challenges demand national attention, proposes that literacy is a national issue and calls for national leadership. The next section, The Necessity for Action: Literacy advances are key to Canada’s economic and social prosperity, addresses the need for greater literacy skills. The fourth section, A commitment to literacy will benefit Canada’s economy, discusses how an investment in literacy produces a skilled workforce. The fifth section, A commitment to literacy will pay social dividends too, details the social benefits of improved literacy. Positive outcomes reviewed include reduce child poverty and improve children’s prospects for success, investments in the development of Canada’s Aboriginal peoples, reduce the strain on the healthcare system, reduce crime and the costs of crime, support integration of immigrants, and ensure the strength and vitality of Canadian democracy. The following section, Making the case for a Pan-Canadian Literacy Strategy, reiterates the call for national leadership citing statistics on funding issues. The Addressing challenges to the development of a Pan-Canadian Literacy Strategy, section outlines three frequent criticisms in the form of myths. The myths addressed are: (1) literacy falls under provincial jurisdiction, so there’s nothing the federal government can do; (2) literacy is a problem for the schools, not for government; and (3) literacy is too complex an issue for the federal government to tackle. Family literacy programs are specifically cited as an illustration in refuting the second myth. The Conclusions and Future Direction, section restates the premise that literacy is crucial to Canada’s economic and social prosperity. The final section lists ten specific, Recommendations, with corresponding action steps for the HRD Committee.

**Cross-Reference:**
Section H: Government Policy

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

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

**Cross-Reference:**
Section B: Parenting Education
Section C: Program Descriptions and Models
Section G: Culture and Context


This report gives a description of the “L.E.A.D.” program in El Paso, TX. This program was designed to help economically disadvantaged families of deaf parents and hearing children. The goal of the program was to increase and improve communication within and for these families to enhance the future social interactions of the children and to strengthen the reading/writing and oral/sign skills of family members. The barriers to access of educational, health, cultural and social services are increased dramatically when poverty and deafness are coupled together. The deaf parents in this study were delayed in their own linguistic development because they were not exposed to a visual sign language until much later in life (if at all) and this perpetuated itself in their children’s linguistic development as well. The Deaf population in El Paso presented unique characteristics because of its proximity with the U.S./Mexican border. Three sign language systems (American Sign Language, Mexican Sign Language, Signed English) exist in this geographic area. Limited research and lack of services provided for this population result in little current knowledge for this population.

This report outlines the steps taken by the “L.E.A.D.” program in El Paso to implement their family literacy program for the Deaf. The program incorporates the four components (Adult Education, Parenting, Education, Parent and Child Interactive Literacy Time, Early Childhood Education) of the family literacy model and describes in detail the successes and tribulations experienced with each component. The author shares the program’s recruitment strategies, curriculum development strategies and focus, and suggests that home visits are an integral part of parenting education. In fact, the most effective parenting education occurred during home visits. The author also shares insights learned throughout the 23 months that the report takes place.

Finally, this report includes a letter and a brochure developed by the “L.E.A.D.” program to help children of deaf parents communicate with their teachers and school administrators about the barriers faced by them and their families within the school.
system/setting. In closing, the author comments that the “L.E.A.D.” program was the first and only one of its kind. The author states that there is a need for additional research to be done to serve special populations family literacy programs.

**Cross-Reference:**
Section C: Program Descriptions and Models
Section G: Culture and Context


Although most family literacy programs attempt to use a “strengths” based rationale, programs often inadvertently fail to truly respect the diversity in literacy and parenting skills of families of other cultures. Instead, these families especially low-income ethnic and language minority families are viewed as having “deficits.” This study is a beginning attempt to explore how deficits and strengths are perceived and reinforced in a family literacy program using two kinds of data: observation notes and written/archival documents. This paper considers the strengths vs. deficits perceptions in relation to one family literacy program, Family Tree (an Even Start model) that serves approximately 150 families, primarily Latina/o, Spanish-speaking population in Arizona’s largest school district. The primary questions considered in this study are:

1. Is a “deficit” perspective produced through the Family Tree program? If so, how?
2. Is a “strengths” perspective supported through the program? If so, how?

The exploratory analysis revealed three ways that a “discourse of deficits” is constructed: through the stated program goals, through the required assessments, and through parenting education topics. Without the program’s goals and objectives explicitly supporting the strengths based stance, there is no underlying structure to promote a “discourse of strengths.” A review of some of the state-required parenting assessments found that the assessments did not account for cultural differences in parenting, so some parents received “deficient” ratings in certain areas. Parenting education discussion topics revealed assumptions that parents were at-risk of poor or harmful parenting practices. The study cites research that suggests going beyond the strengths/deficits models to one that emphasizes a discourse of social change. Unfortunately, although elements that promote social change are sporadically present in the Family Tree program, they are not inherent to the structure of the program. In addition, the teachers recognized the deficit perspectives underlying the required assessments; although they did not recognize the ways in which their own practices (decisions about parenting topics and interactions with families) support either a strengths or deficits perspective. The authors found a tension in the Family Tree program between families’ strengths being acknowledged but underlying deficits sometimes assumed.
The debate over standardized testing has again forced practitioners, researchers, and policy makers to re-evaluate what constitutes success and how to measure it: test or performance assessment. This current debate arises from the Adult Education and Family Literacy Act. According to the Act, each state must report learner gains in terms of level descriptors as defined by the National Reporting System (NRS), which requires each state to choose a standard assessment procedure. Policy, however, does allow states to choose their own performance measures and assessment procedures for meeting the criteria.

Current issues and trends addressed by practitioners focus on how long it takes to acquire English proficiency based on learner characteristics (age, educational background, opportunity to use language in natural setting) and program design (intensity of classes, adequacy of facilities, training and experience of instructors, resources available).

Standardized testing is one method of testing language acquisition but it does not capture the incremental changes in learning that occur over short periods of instructional time. However, these types of tests are easy to administer and have documented reliability and validity. Performance assessments, on the other hand, provide a direct link between instruction and assessment and they also require learners to tap into prior knowledge and to connect it with recent learning to accomplish tasks. The problem with performance assessment is that they are limited in their accountability.

Regardless of the debate between standardized and performance assessments, there are best practices available. For example, it is important to clearly identify the purpose of the assessment, select assessment instruments and procedures that match the program’s learning goals, use multiple measures, have adequate resources to carry out assessment, and to remember that assessment is not an end in itself.

Cross-Reference:
Section H: Government Policy
Section D: Curriculum and Instruction
Family literacy programs provide educational opportunities for both adults and children. These programs have become a new trend because of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998. The Even Start Family Literacy Program falls under Title I legislation and the program is responsible for adult education, parenting education, early childhood education, and interactive parent and child activities. The United States is experiencing an increase in immigrants and consequently, family literacy programs need to provide opportunities for adult English language learners. The National Center for ESL Literacy Education (NCLE) suggests that in order to serve these learners and have them demonstrate visible progress, family literacy programs should provide ample instructional time. The programs also need to incorporate children of all ages because older children need to understand the social and formal structures of the new country. Instruction should build upon prior, as well as new, language experiences, especially in speaking English. Respect for the culture is also important to the program and participant learning. Instructors should learn about and include traditions of participants’ cultures. Learning should also be built on the participants’ strengths.

The NCLE suggests that the inclusion of these practices will increase the literacy development of the second-language participants. This article is important for practitioners in the family literacy field, especially those with second-language learners. This paper offers suggestions for improving practice.

Cross-Reference:
Section G: Culture and Context


This manual, focusing on parent/child interaction time, serves as a part of the training for family literacy programs. It discusses the importance of parent/child interaction, outlines the definition and structure of parent/child interaction time, and promotes ways in which this interaction time can be successfully transferred to the home. Included in the manual is a typical example of parent/child interaction time, in addition to a listing of what is and is not considered to be parent/child interaction time. The importance of parents learning to facilitate their child's learning is discussed by means of listing characteristics of emergent literacy and describing the role of parents and play in a child's learning process. The manual includes a list of common problems and solutions for implementing parent/child interaction time and a list of suggested questions to be examined during the planning of a program to foster parent/child interaction.
Cross-Reference:
Section D: Curriculum and Instruction
Section A: Parent and Child Interactive Literacy


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


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

Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies
Section D: Curriculum and Instruction
This publication serves as a resource guide for the evaluation of family literacy programs. Developed by the National Center for Family Literacy, this manual focuses on evaluating those goals that are the embodiment of family literacy programs. To assist with planning program evaluation, the manual is divided into six sections. The first section is entitled "Important Terms and Concepts" and defines literacy, as well as family literacy, in order to identify the outcomes of family literacy programs. The second section, "Assessment Issues," describes the purpose and types of assessments. To aid in the selection of measures, the manual provides lists of advantages and disadvantages associated with different types of assessment. Section 3, "Participant Outcomes and Measures," provides a list of short- and long-term participant outcomes for each of the four components in a comprehensive family literacy program. Sections 4 through 6 provide lists of published instruments accompanied by summaries for measures pertaining to adult learner outcomes, parent and parent-child outcomes, and preschool child outcomes, respectively.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs

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

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section E: Collaboration Within Programs and Among Social Service Agencies
Funding a family literacy program is a 12-page guide offering a step-by-step process to secure funding. These steps include (1) developing a mission statement, (2) identifying the funding sources available to you, (3) presenting your case, (4) asking for support, (5) managing your funding, and (6) asking your funding agency for more support. This guide offers a beginning framework valuable to a family literacy program starting to think about funding.

**Cross-Reference:**
Section H: Government Policy

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

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

NCFL has established and developed powerful collaborative programs with employers and community agencies in order to examine how family literacy programs can be adapted to match the students’ skills to employers’ needs. In short, these partnerships

Cross-Reference:
Section H: Government Policy

have proven to be a very effective strategy in the effort by family literacy programs to help families gain economic independence. For example, students in the Careers for Families in Louisville, Kentucky, are developing employment skills through job shadowing and volunteering. At the onset of the program, only 14% of participating adults were employed. By year’s end, 40% of the participating adults were employed.

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

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

Cross-Reference:
Section C: Program Descriptions and Models
Section E: Collaboration Within Programs and Among Social Service Agencies
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy

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

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

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

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

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

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

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

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

Cross-Reference:
Section C: Program Descriptions and Models
Section E: Collaboration Within Programs and Among Social Service Agencies
Section H: Government Policy

This is a report of a national panel assigned to assess the research relating to the effectiveness of different approaches used to teach children to read. Findings reported by the panel are either directly quoted or paraphrased.

**Alphabetics:**

A. Phonemic awareness (PA) instruction:
   a. Teaching children to manipulate phonemes is highly effective under a variety of teaching conditions and significantly improves children’s reading more than instruction that lacks any attention to PA.
   b. PA training was the cause of improvement in students’ PA, reading, and spelling following training.
   c. PA instruction helped normally achieving children learn to spell.
   d. PA was not effective for improving spelling in disabled readers.
   e. PA does not constitute a complete reading program.
   f. There are multiple ways to teach PA effectively.

B. Phonics instruction:
   a. Types of phonics instruction: analogy phonics, analytic phonics, embedded phonics, phonics through spelling, and synthetic phonics.
   b. Systematic phonic instruction significantly benefits students in K-6th grade and children who have difficulty learning to read.
   c. Systematic synthetic phonics instruction has a positive and significant effect on disabled readers’ reading skills.
   d. Systematic synthetic phonics instruction benefits students with learning disabilities and low-achieving non-disabled students.
   e. Systematic synthetic phonics instruction was significantly more effective in improving low SES children’s alphabetic knowledge and word reading skills than instructional approaches that were less focused on these initial reading skills.
   f. Systematic synthetic phonics instruction should be implemented at the kindergarten level.
   g. Systematic synthetic phonics instruction is a valuable and essential part of a successful classroom reading program.
   h. Future research in systematic synthetic phonics instruction can better define “intensive and systematic”
   i. Teachers need to be provided with evidence on how to evaluate different programs for their own classrooms, pre-service training and ongoing inservice training to select and implement appropriate phonics instruction effectively.
Fluency:

A. Fluency is one of several critical factors necessary for reading comprehension. 
   Fluency is often neglected in the classroom.
   a. Guided oral reading instruction:
      i. Guided oral reading has a significant and positive impact on word recognition, fluency, and comprehension

B. Independent silent reading instruction:
   a. Although intuitively appealing, there is not sufficient evidence to support the idea that encouraging students to engage in wide, independent, silent reading increases reading achievement.
   b. Available data do suggest that independent silent reading is not an effective practice when used as the only type of reading instruction to develop fluency and other reading skills, particularly with students who have not yet developed critical alphabetic and word reading skills.

Comprehension:

A. Themes:
   a. Reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read.
   b. Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.
   c. The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area.

B. Vocabulary instruction:
   a. Vocabulary instruction does lead to gains in comprehension, but that methods must be appropriate to the age and ability of the reader.
   b. Use of computers was found to be more effective than some traditional methods. Vocabulary can be learned incidentally.
   c. Learning words before reading is helpful.
   d. Restructuring and repeated exposure enhances vocabulary development.
   e. Substituting easy words for more difficult words can assist low-achieving students.
   f. Vocabulary should be taught both directly and indirectly.
   g. Repetition and multiple exposures to vocabulary item are important.
   h. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary.
   i. Direct instruction should include task restructuring and actively engage the student.
j. Dependence on a single vocabulary instruction method will not result in optimal learning.

C. Text comprehension instruction:
   a. Types of instruction: comprehension monitoring, cooperative learning, use of graphic and systematic organizers, question answering, question generation, story structure, and summarization.
   b. Teaching a combination of reading comprehension techniques is the most effective.
   c. More information is needed on ways to teach teachers how to use such proven comprehension strategies, which strategies are most effective for which age groups, do techniques apply to all types of text genres, and what teacher characteristics influence successful reading comprehension instruction.

D. Teacher preparation and comprehension strategies instruction:
   a. Teachers should be instructed in both the direct explanation approach and transactional (where teachers facilitate student discussions to form joint interpretations of text and the mental and cognitive processes involved in comprehension) strategy instruction.
   b. More research is needed relative to teacher preparation, reading comprehension strategies in content areas, measuring strategy effectiveness, and age at which strategies can be taught.

E. Teacher education and reading instruction
   a. Studies indicate that inservice professional development produces higher student achievement but there are few studies of long-term maintenance of the gains.
   b. There are too few studies on specific variables to draw conclusions about the content of preservice instruction.
   c. More information is needed relating to optimal combinations of pre and inservice education, ways to access teacher education and professional development, teacher support over time, and the relationship between teacher standards and education.

F. Computer technology and reading instruction
   a. Positive results are possible using computer technology for reading instruction.
   b. The use of hypertext may have an instructional advantage. Using word processors may be useful because combining reading and writing instruction produces most effective results.
   c. More information is needed in incorporating the Internet, the value of speech recognition, and using multimedia presentations in reading instruction.

Cross-Reference:
Section D: Curriculum and Instruction

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 “meaningmaking,” (2) the focus of their critical reflections, and (3) how this knowledge might inform family literacy.

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

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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


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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section F: Assessment and Evaluation of Family Literacy (FL) programs
Section H: Government Policy


In this article, Nickse addresses factors that perpetuate illiteracy. She then discusses benefits of family literacy programs, including improved attitudes, behavior, and reading skills for parent and child. Although there has been some empirical evidence supporting the effectiveness of programs, there needs to be more research in the field. For example, she found no evidence of changes in achievement for participants in family literacy programs. Nickse describes four basic models for delivering family literacy services and provides examples of each type of program. Suggestions for designing programs that address local needs, as well as ways to secure funding for programs are discussed. Nickse also addresses issues related to program design effectiveness (e.g., collaboration and parent participation) and administration and management of programs (e.g., staff, funding, and sites). The author then covers some matters associated with teaching (e.g., collaborative approaches and multiculturalism). The article concludes with tips for program evaluation (e.g., techniques and information dissemination).

**Cross-Reference:**
Section C: Program Descriptions and Models
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy


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

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


This article describes Parents and Literacy (PAL) family literacy program in Tucson, Arizona. PAL began with parent classes and has evolved into a home visitation model. The author discusses three findings from this project that have implications for those who are interested in implementing a family literacy program within a conventional educational system: all staff members must feel ownership over the program; recruitment and retention of parents must be central; and evaluation of the program cannot be measured merely quantitatively.

**Cross-Reference:**
Section C: Program Descriptions and Models


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

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

Groups of participants were given the task of creating a digital video about a topic important and relevant to their lives. The teachers felt that this task would incorporate the creative aspects developed at the local elementary school, lend personal meaning to the subject being taught/learned, and was a language rich activity that would meet the needs of literacy requirements of today’s world (both as defined by the state and the students).
This program has six distinct stages in the project to make it manageable and to assist students with organizational planning. The steps were the following: student writing on a teacher determined topic and goal setting, group formation around a topic, introduction to the project and the technology, choosing roles for participation (producer, art director, etc.), creating the video, and assessing their work. The video was an excellent product that allowed students to self-assess their progress. Copies of the videos were given to the students, used for publicity and informing the public.

**Cross-Reference:**
- Section C: Program Description & Models
- Section D: Curriculum & Instruction


This is a report of the results of a national survey of 28 family learning (in particularly family literacy) programs, representing just under one-fifth of the total number in England. These programs that focus on the most disadvantaged populations and were inspected from April 1998 – July 1999. The report is organized into four main sections and one appendix. The first section, *Introduction,* reviews background government policies and working definitions, the current family learning context, and simplified inspection methodology. The second section, *Summary,* highlights the main findings and issues for attention at the program, local and national levels. The third section, *The Inspection Evidence,* details the findings in: (1) strategic management and value for the money, (2) educational standards achieved by children and adults, and (3) the quality of the provision. The findings are reported in categories supported with specific statistics or narrative data from the local programs. Findings first discuss program strengths then cover shortcomings. Recommendations for practitioners and policy makers are embedded within the body of the report per category. *Strategic management and value for the money* covers the components of: policy, organizations, partnerships, quality assurances, and value for the money. *Educational standards achieved: children and adults* cover the components of: pre-school, primary phase, and secondary phase. Adult educational progress is addressed through out all the phases. *The quality of the provision* covers the components of: teaching, curriculum, staffing and staff development, and accommodation and resources for learning. The fourth section, *Conclusion,* reports on seven overall points on family learning practice revealed by the survey. The *Appendix* lists the twenty-eight local authorities and the three voluntary organizations included in the survey.

**Cross-Reference:**
- Section F: Assessment and Evaluation of Family Literacy (FL) Programs

The article is a combination of comments made by Susan Gaer, David Rosen, Susan Imel, and Emily Hacker. It is a preface to a series of articles that address changes in findings relating to technology and adult learning during the six years since the publication of Adult Literacy and New Technologies-Tools of a Lifetime by the Office of Technology Assessment. The following are questions asked of the contributing individuals and some responses.

Do you see technology as a central concern in adult literacy and how is it impacting the field now?
- Adult literacy programs need to help students function in today’s society
- Technology may not be a central concern in all states
- Technology should be a part of literacy
- Literacy students will learn most by learning with technology, not about technology

Is the increased need for funding still the major barrier to fully realizing the promise of technology’’?
- People need to become literate in technology
- Teachers and administrators who make technology “scary to access” are a barrier
- Lack of creativity is a barrier
- Staff development is necessary
- Many adult literacy practitioners do not have regular access to computers for themselves or their students
- Stable funding and staff development are needed
- Programs need to integrate technology tools as normal components of instruction
- Funding is still a major barrier

How can personal access to learning resources be extended to all adult especially those who are not being reached by the current system?
- Partnerships with local schools to use computer labs during after-school hours
- Involve communities in teaching each other about technology
- Help students understand how to buy and use computers at home

How have you, or the groups you work with, found creative ways to address the educational software issue?
- Use project-based learning, using computers as tools for word processing, publishing, and communication
- Have students create their own learning based on what they need to know
- Open-ended applications of real world tools are more flexible and appropriate than canned educational software
Has the WWW replaced much of what educational software has to offer?  
- The WWW is a source of authentic material  
- Neither educational software nor the WWW has offered much  
- We need talented teacher/curriculum developers in our field that can create curriculum on the Web  
- The WWW can lead to constructivist teaching and learning  
- Much of the material on the WWW is one-way, providing information

Along with “using technology to learn,” is it important that adult literacy programs help students “learn to use technology?” Does the definition of literacy include computer literacy?  
- YES  
  - Technology is almost a requirement of modern life  
  - Students need to learn to adult to and use technology  
  - The WWW and publishing software can support the EFF purpose of student voice  
  - Learning how to access and produce information using computers is a step in learning to be active and critical readers of information

What is your vision of the future and how can literacy providers move in that direction and take full advantage of the technological tools that are now, and will be available in the future?  
- Students will come to programs with the expectation of learning and using technology  
- Providers can help meet future challenges by exploring distance education, using assistive technology, better hardware and software, and staff development opportunities.

Cross-Reference:  
Section H: Government Policy


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

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

Olson, et al, describe the success the BEST model has had so far. Both quantitative and qualitative data show an increase in research-based practices at sites using this model. Based on these results, Olson, et al, suggest several steps that staff developers and program designers should take to optimize the success of the implementation of research to practice in Even Start and family literacy programs:
1. Build a team.
2. Create a common foundation of knowledge.
3. Plan to succeed.
4. Establish a support framework.
5. Recognize outcomes and build on efforts.

Cross-reference:
Section I: Professional Development
Section C: Program Description/Models


This article describes a family literacy project designed to capture the stories of sixteen immigrant families in the wake of the 1992 Los Angeles Riots. The project was not designed to teach literacy, but to promote authentic community literacy by providing resources and personnel over a six-week period to compile the stories of Spanish speaking families from the Haven Street Elementary School. This project was also designed in response to the felt needs of the community that lacked low cost, structured, safe, enrichment activities for children.

The author describes the general framework of the project session. The opening of each session was for the entire group and reviewed homework and offered opportunities for sharing, which lead into the introduction of the day’s writing theme. After a brief explanation and brainstorming session and/or short discussion to stimulate ideas, groups of family units would start writing a piece for the collective anthology. Teachers facilitated this process. During the last hour, the children and adults were separated. The children participated in age appropriate activities and recreation, while the adults held reflective discussions. The sessions ended with a short evaluation period used for planning the next week’s themes. Variations within this general framework were also described to promote techniques that would encourage the active involvement of all participants.
The article reviewed a selection of quotes from the participants and the anthology to describe the major themes that developed from the project. The themes include thoughts on myths and realities about life in the United States, cultural adjustments, work experiences, living situations, and hopes for the future.

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

Cross-Reference:
Section C: Program Descriptions and Models
Section G: Culture and Context


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.

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education


The early interest demonstrated by children in shared reading is thought to be very important for later reading achievement. Children who are interested in reading do more reading and literacy related activities and therefore, become better readers than similar children with less interest. However, there is no research that has appropriately tried to study the influences of such interest. Hence, theories about the development of early interest have not been fully developed and not enough experimental research has been conducted in this area. The authors of this paper, using a multimethod assessment, have tried to evaluate whether parents can influence their children’s interest in shared reading.

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

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

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

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions/Models


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

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

Two programs described in the article are Empowering Families Through Literacy and Escuela Bolivia and are based in Arlington, Virginia. Program goals for the children include:
- Improve reading, writing, and mathematics skills;
- Teach language, culture, and traditions of parents and grandparents;
- Provide a caring community that cultural values; and
- Establish collaboration between parents, community organizations, and schools.
Both of the programs provide instruction for parents in reading, writing, and mathematics while children receive tutoring and enrichment activities in Spanish. Both programs are conducted on Saturdays because of employment conflicts with many of the parents. Programs include activities for students through the high school level. Community partners include the League of United Latin American Citizens, the Mexican Embassy, the Bolivian Embassy, George Mason University, parents, and the Arlington Public School System.

**Cross-Reference:**
Section G: Culture and Context  
Section C: Program Descriptions and Models


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

**Cross-Reference:**
Section C: Program Descriptions and Models  
Section D: Curriculum and Instruction


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

This article summarizes research reviewed by the authors in order to address the questions of “Do family literacy programs really work? And if so, who benefits?” The authors state that research supports the assertion that family literacy programs work and that four groups benefit from these programs: children, parents, families, and society. Specific benefits for each of these four groups are listed with reference to specific research studies. Some of the benefits listed are:

**Children**
- School achievement
- Oral language, reading, and writing improves
- Math and science achievements
- Social skills, self-esteem, and attitudes toward school improve
- Children are healthier
- ESL children and parents improve their English skills

**Parents**
- Parents persist in programs longer
- Parents’ attitudes toward education improve
- Parents’ academic abilities improve
- Parents’ knowledge about parenting and child development increases
- Parents enhance their employment or job satisfaction

**Families**
- Learn to value education
- Become more involved in schools
- Become emotionally closer
- Engage in more literacy experiences

**Society**
- Family literacy programs positively affect: nutrition and health problems, school achievement, teen parenting, joblessness, and social alienation.

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

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

**Cross-Reference:**
Section E: Collaboration Within Programs and Among Social Service Agencies


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

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

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

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


This themed issue is a collection of articles that present broad and diverse views of family literacy. The authors challenge educators to reexamine the deficit hypothesis, which they believe derives from a lack of congruence between home and school literacy experiences and a lack of understanding about the practice of literacy in linguistically and culturally diverse families. The authors' goal is for readers to reformulate their ideas about family literacy programs and practices in order to promote home/school partnerships.

Cross-Reference:
Section G: Culture and Context


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 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


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

Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies


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

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

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

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

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

**Cross-Reference:**
Section H: Government Policy
Section E: Collaboration Within Programs and Among Social Service Agencies


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

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


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

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

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

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


A recent national study found adult basic education providers estimated that approximately one-third of their learners have some form of disability, resulting in the need for adult education providers to identify methods that will effectively support the learning needs of their students. Limited available resources to assist in identifying disabilities, coupled with the challenges of meeting the mandates of the American Disabilities Act have left adult education providers at a disadvantage.

Polson and White in their article propose that using the accommodations model supports students in reaching their educational goals more efficiently and with less frustration then the remedial model. They describe this model as the use or modification of equipment, or changes in the environment, procedures, or attitude of the educational setting and instructor.

Determining appropriate accommodations usually results in identifying a variety of formats available that will support the learning disability of the student; however, communication between the student and instructor is imperative in selecting the accommodation that will assist and lead to successful acquisition and attainment of skills.

This article will be helpful to family literacy practitioners as they plan effective ways in which to include parents in learning activities within their programs.

**Cross-Reference**
I. Professional Development

This article presents a conceptual model of family literacy programs with descriptions of program components and discusses the importance of parent education in family literacy programs. Ponzetti and Bodine define family literacy programs as having two unique features that make them different from other services provided for parents and children. First, family literacy programs focus on the family as a unit, and second, these programs provide joint literacy activities to families (adults and children together) that are applicable to their daily lives. The component model presented proposes that family literacy programs have three key ingredients: Adult Basic Education, Early Childhood Education, and Parenting Education. The authors provide a description of each component. Last, the authors elaborate on the importance of parenting education in family literacy programs.

**Cross-Reference:**
Section B: Parenting Education
Section C: Program Descriptions and Models


The authors argue that parent education is the most critical component of family literacy yet it is the most elusive in the literature. The purpose of this study was to understand and document parent education practices in Even Start Family Literacy Programs. In 1991–92, the 24 Even Start Programs in Washington state were asked to complete a survey on the educational preparation of instructors, the content of parenting education classes, as well as the methods used by parent education teachers. The findings are based on responses from 16 sites. The programs focused on parents and their unique needs, provided services in a variety of settings for easy access, and educated parents about their influences in the practices of family literacy. The authors discuss the importance of state mandates to guide parenting education efforts. They conclude by noting that quality parenting education efforts need not be to the detriment children's education programs. The programs that responded appeared to be able to provide parent education without neglecting the education of children.

**Cross-Reference:**
Section B: Parenting Education

This document examines the education, both past and present, of 34 parents who had dropped out of high school and were enrolled in 5 Kenan Trust Family Literacy programs in Kentucky and North Carolina. More than half of the respondents had been previously enrolled in adult education courses from which they had dropped out before completing the high school equivalency certificate. The study was conducted to determine the reasons participants had dropped out of high school and why they had subsequently enrolled in adult education programs. Results indicated that the main underlying cause of school dropout was a process of disengagement from schooling that the respondents began to experience as early as the transition from elementary to middle school. This alienation also played a large role in the dropout of participants from adult education programs, in which they had enrolled primarily to get their GED. The author of this document states that a chief reason participants remained in family literacy programs was that these programs addressed their sense of alienation, enabling them to identify with schooling.

Cross-Reference:
Section B: Parenting Education


This guide proposes a method for family literacy programs to document the evaluation of parent-child relationships. The National Center for Family Literacy advocates the use of portfolios because this method enables parent-child relationships to be examined within a context that encompasses not only the change but how and why the change occurred. The purpose of this guide is to introduce and describe portfolio assessment, explain how to begin this type of assessment, and suggest how it can be implemented in family literacy programs. The author also includes a description of the three problems the National Center of Family Literacy has encountered in implementing portfolio assessment and suggestions for solving these problems. In addition, methods for analyzing and summarizing portfolios are discussed. Included in this guide is a reference list of articles discussing portfolio assessment as well as programs using portfolio assessment.

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section F: Assessment and Evaluation of Family Literacy (FL) Programs

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

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

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

**Cross-Reference:**
Section B: Parenting Education
Section C: Program Description & Models
Section D: Curriculum & Instruction


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

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

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

Staff is encouraged to adopt four approaches for program success:
- The adaptation of a broad definition of literacy
- The utilization of similar educational theories across the components
- A commitment to the use of play, stimulation, and challenge as a means of acquiring knowledge
- The use of a strengths model approach (p.356)

Administration is encouraged to enhance implementation through:
- Appropriate facilities
- Planning time incorporated into the staff routine
- Staff development

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

Cross-Reference:
Section C: Program Development and Models
Section A: Interactive Literacy
Section D: Curriculum and Instruction
Section F: Assessment and Evaluation

This guide was developed to help build a framework for parenting education in Even Start programs. The authors state, “There are no commonly-accepted standards for parenting education; in contrast, there are highly-regarded benchmarks of appropriate practice in early childhood education and in adult education” (p.3). This work “is based on a review of research literature on family contributions to children’s literacy development, structured visits to local Even Start programs, extensive consultation with professionals associated with family literacy programs, and constructive feedback of earlier drafts of the guide from Even Start state coordinators, program staff and administrators” (p.3).

This guide establishes a content framework for parenting education based on the five areas of parenting goals for Even Start:

1. Engage in language-rich parent-child interactions;
2. Provide supports for literacy in the family;
3. Hold appropriate expectations of the child’s learning and development;
4. Actively embrace the parenting role; and
5. Form and maintain connections to community and other resources for meeting individual and family needs.

The guide continues by making suggestions for implementing the content framework. The three broad guidelines contain recommendations for individual incorporation of the program. These suggestions include:

1. Understand and respectfully build on parents’ views and circumstances
   a. Acknowledge life circumstances
   b. Learn about parents’ goals
   c. Adapt program strategies
2. Use multiple and sequenced strategies of instruction
   a. Ensure the credibility of modeling
   b. Foster reflection and discussion
   c. Provide supportive feedback
   d. Select appropriate materials for learning
3. Support connections and high quality across all program components
   a. Use common methods or shared assignments
   b. Increase staff presence across components
   c. Select and support staff carefully extend practice standards to program partners

The final sections of the guide address measuring parenting outcomes and forms used for evaluations.

**Cross-Reference:**
Section B: Parenting Education

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

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

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

Cross-Reference:
Section B: Parenting Education
Section A: Interactive Literacy
Section C: Curriculum and Instruction


Three sets of assumptions usually generalize across numerous models of family literacy programs in the U.S. First, these programs assume that literacy flows in a unidirectional path from parent (usually mother) to child. Second, programs assume certain literacy interactions occur in the home. For example, children develop strong literacy skills in the home because parents provide children with opportunities to engage in school-like activities. Third, these programs assume that becoming literate affects families positively. However, Puchner argues that the ability to become literate in a language can significantly impact, change, and may even breakdown existing community and family structures. In two case studies—one of Southeast Asian immigrants in the
U.S. and another of four villages of southern Mali—the author provides empirical evidence to question the appropriateness of these assumptions. Puchner concludes with recommendations for flexible approaches to family literacy, the understanding of positive and negative effects of literacy programs on communities, and the need to integrate and implement evaluation into family literacy program components.

**Cross-Reference:**
Section G: Culture and Context


This article explores issues researchers of family literacy must address to achieve valid study results. These issues include better understanding the relationship among poverty, families with low literacy levels, and emergent literacy; finding effective methods for understanding the ways in which families contribute to future school success; attempting to gain more congruence between the results of studies and the perceptions and experiences of the families and communities being studied; and refraining from inferring causal relationships from correlations. Purcell-Gates illustrates these issues with an example of an ongoing family literacy study.

**Cross-Reference:**
Section G: Culture and Context


The author presents a case-study of a family dealing with the consequences of low literacy. A young urban Appalachian mother concerned with her inability to read to her second grade child joins a university-based literacy center designed for children. Purcell-Gates follows this family for a 2-year period as mother and son learn to read and write together. She describes the progress the pair makes toward literacy and their eventual success in the context of social, cultural, and cognitive factors, all of which must be taken into account when understanding the learning process of individuals.

**Cross-Reference:**
Section G: Culture and Context


“The purpose of this study was to document and describe the ways in which print is used in the homes of low-income U.S. families and to explore the relationships between these
uses of print and the emergent literacy knowledge held by the young children in these homes” (p. 406). In this study, the author observed 24 children, ages 4-6, in low-socioeconomic-status homes over an aggregated week time period. The study looked at social domains mediated by print, complexity of text, relationships between types and frequencies literacy events, and emergent literacy knowledge held by the children.

“Results revealed a description of literacy practice and literacy learning which included great variability in type and frequency of literacy events across the 20 homes. The results also suggested the following patterns of relationships between home literacy practices and emergent literacy knowledge: (a) children’s understanding of the intentionality of print is related to both the frequency of literacy events in the home and to their personal focus and involvement in the literacy events, (b) children knew more about the alphabetic principle and the specific forms of written language more in homes where literate members read and wrote at more complex levels of discourse for their own entertainment and leisure, and (c) parents’ intentional involvement in their children’s literacy learning was higher when their children began formal literacy instruction in school” (p.407).

Further comments:
Results of this study may be skewed due to the fact that participants, although in a low-SES group, were all interested and involved in both their children’s and their own literacy progress. The degree of reading and writing done in various homes differed greatly. “Some families in this study, in fact, lived busy and satisfying lives with very little mediation by print” (p.425). The study also points out that although many of the homes involved environmental print in their literacy activities, “children are better served by observing and experiencing the reading and writing of connected discourse decontextualized from physical (such as signs and containers) and pictorial contexts” (p.426).

Cross-Reference:
Section D: Curriculum and Instruction
Section G: Culture and Context


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

**Cross-Reference:**
Section D: Curriculum and Instruction
Section C: Program Descriptions and Models


This study was conducted for the purpose of answering the questions of: “When adult learners go to school to learn to read and write better, what do they do with this learning? Do they read and write more in their out-of-school lives? Do they begin to read and write different kinds of texts in their out-of-school lives?” and “If such changes in literacy practices occur for adult literacy students, which dimensions of their literacy instruction can we suggest are related to changes such as these, if they do occur?” (p.1). Data were collected through observations, questionnaires, and interviews of 157 students in 77 adult literacy classes across the U.S. Questionnaires were administered every three months for up to a year. The authors report:

Results of the analysis revealed that authenticity of class literacy activities and texts had a moderate effect on change in student literacy practices, operationalized as increases in frequency of reading and writing and/or types of texts read and written. Analysis of the literacy engagement and change scales revealed that the increases in types of texts involved reading and writing more texts at higher levels of discourse, levels associated with higher levels of emergent literacy knowledge in previous studies. The degree of collaboration between teacher and students showed no effect on literacy practice change.

Student-level factors that also showed independent effects on change in literacy practice were (a) literacy level of student at entry to class; (b) number of days the student had been attending class; and (c) non-ESOL status of student. Besides authenticity, the other classroom-level factor to show a significant effect on literacy practice change was ABE format.

...Results showed that students contextualized their reported literacy practice changes to life changes such as changes in employment, changes emanating from learning to read and write, changes in living situations, and family situations. These results demonstrated the socially-situated nature of literacy and literacy change. (p. ii)
Other considerations from the study:

A. ESOL students can be highly literate in their own language and therefore frequently engage in literacy activities although not necessarily in English.
B. Literacy practices can change as a reflection of instruction of real-life literacy practices.
C. Increased literacy practices can influence intergenerational literacy practices.

Cross-Reference:
Section D: Curriculum and Instruction


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

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

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

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


This report was the result of two years of work spent developing and refining twelve family literacy standards. A committee of family literacy practitioners, program managers, and policy makers developed these standards. Recommendations from the field were integrated into the document throughout the drafting process. This ensured that the standards were reflective of the families and communities that programs served.

Family literacy standards are important for several reasons: (1) more family literacy programs are being offered to families; (2) a variety of program models are being implemented; (3) provide guidelines to organizations developing programs; and (4) funders need information about “best practices” in order to better allocate monies.

Family literacy standards help organizations develop programs with the highest possible quality in mind. Standards need to be used as “educational tools” to develop effective literacy practices, as “program evaluation tools” to judge the areas of strength and weakness within a program, and as guides for the future development and implementation of family literacy projects and programs.

The author states that family literacy is about “encouraging adults to read with their children and to do follow-up activities with them” (pg. 8), but also adds that it includes much more. Family literacy includes the many ways in which adults engage in and use literacy and language in everyday situations. It also includes the many ways children learn to read and use language (emergent literacy). The greatest benefit of family literacy is that it empowers families to participate more fully in all aspects of daily home, work, and community life. Family literacy provides families a framework in which they learn together.

A standards survey/inventory is included as part of this report. Each standard is accompanied by specific questions intended to guide practitioners and program developers. The 12 standards are: 1) effective communication, 2) philosophy, 3) participant and community involvement, 4) content, 5) access, 6) recruiting and supporting participants, 7) staffing), 8) working with volunteers, 9) family support services, 10) assessment, 11) administration, and 12) funding.

Finally, the author does note that programs vary considerably and that only those features that are appropriate and realistic for a specific program should be selected from the standards assessment survey.
Cross-Reference:
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


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

Cross-Reference:
Section E: Collaboration Within Programs and Among Social Service Agencies


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

Cross-Reference:
Section C: Program Descriptions and Models


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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section G: Culture and Context


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

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

**Benefits of incorporating multiethnic children’s literature in programs:**

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

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

1. Program Goals
2. Content of books
3. Uses of books
4. Participants’ backgrounds
5. Roles of children’s literature

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction

This study focuses on the relationships between family literacy environments and the emerging literacy skills of low-income African-American preschool and school-aged children. The researcher looked specifically at the correlations between three dimensions of the family literacy environment (language and verbal interactions; learning climate; social and emotional climate) and children’s – pre-school and elementary-school-aged – receptive and expressive vocabularies, school readiness, letter-word identification, and comprehension skills.

The sample for the study was comprised of 126, mostly single mothers and their children, welfare-eligible African American participants. Data was collected at four points, beginning when children were 7 months of age and ending when the children turned 7 years old. Mixed methods were used to collect data including structured interviews, selected ability measures, and naturalistic and video-taped observations of mother-child interactions.

The data provided three different sets of results. First, a relationship was found between the learning dimension of the family literacy environment and the language and verbal interactions dimension and the social and emotional climate dimension. Second, the study showed that preschool literacy skills are more closely associated with the home literacy environment than with school-aged literacy skills. Mother’s educational level was also found to be a strong correlate of children’s literacy development both at the pre-school and school-age level. Third, the type of literacy interaction (book reading, teaching across the book-reading and puzzle solving activities) between mother and child was found to be an important factor for children’s emergent literacy skills.

The home literacy environment needs to be evaluated within the context of the social and cultural practices of the family. Further exploration of the home literacy environment should include parents’ beliefs and attitudes towards literacy. Parents and primary caregivers need to deviate from the more traditional book reading style of exposure to print and model using other methods. Probably the most important aspect of this study was that it found strong correlates between certain aspects of the home literacy environment and specific children’s literacy skills. This allows for further investigation of interventions targeting specific environmental areas associated with specific literacy development skills. Finally, it can be concluded that the home literacy environment sets the pace for lifelong learning, beginning with infancy.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education

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

**Cross-Reference:**
Section C: Program Descriptions and Models


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

**Cross-Reference:**
Section E: Collaboration Within Programs and Among Social Service Agencies
Section D: Curriculum and Instruction


This paper reviews two of the objectives of a study that examined the effectiveness of the Community Academic Services program (CASP), a rural community-based literacy program in New Brunswick, Canada. The two objectives reviewed are a comparison of the early literacy practices of the adult learners from the program to their current literacy practices and the adult learners' perceptions of their personal outcomes of the CASP experience. Questionnaires were administered to 175 English-speaking adult learners.
from sixteen of the 100 CASPs in New Brunswick. The paper organizes the participants’ responses in tables to illustrate the narrative discussion.

The author discusses the adult learners’ perceptions of their early literacy experiences, favorite childhood pastimes, early literacy at school, early literacy at home, and reasons for low literacy. The author then addresses the current practices and perceptions of the adult learners in what helped when learning to read, current literacy experiences, and use of computers. In the outcomes section, the author examines the participants’ responses in their personal outcomes and family-related outcomes. In the findings, the author discusses the definition of literacy from the adult learners’ perspective and the differences in the definitions based on gender perceptions. The author suggests that broadening the working definition of literacy to include “family/community literacies” and “computer/technological literacies” would better serve the learners.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


The purpose of this report was to document and describe effective kindergarten strategies used by Even Start projects, as well as to develop recommendations for the U.S. Department of Education, other federal agencies, and early childhood and parenting education programs that have an interest in the transition to kindergarten. Data was analyzed through the Even Start Information System. Qualitative data was also collected and analyzed through visits to five Even Start projects with transition programs perceived as being high quality. The transition services described were specifically designed to support families as children moved to kindergarten and included such approaches as kindergarten orientation, educating parents about transition services, and meeting with school staff about children's strengths and needs. Approaches considered successful across the Even Start projects include emphasizing family strengths, developing and maintaining long-term relationships with families, empowering families to identify their needs, and being flexible in providing services. Difficulties of transition projects are also discussed, as well as recommendations.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy
Robertson, A. S. (1998, April). *What are the issues that confront high-risk families: How can organizations such as ERIC and the National Parent Information Network help?* Paper presented at the Parenthood in America Conference, Madison, WI.

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

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

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

**Cross-Reference:**
Section G: Culture and Context
Section E: Collaboration Within Programs and Among Social Service Agencies

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

Cross-Reference:
Section C: Program Descriptions and Models


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 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


This article presents a definition of family literacy programs, a conceptual framework by which components and goals of family literacy programs can be identified, and an evaluation model for family literacy programs. The evaluation outlined by the author includes a five-step approach: (1) needs assessment; (2) accountability; (3) process evaluation; (4) progress toward objective; and (5) program impact. The article applies this evaluation process to a family literacy program. Ryan argues for constructing a portfolio for assessments, which can include work samples selected by an instructor, samples selected by the participant, and universally required samples that can be compared against a normative sample. The author recommends using this portfolio instead of relying solely on standardized test results.

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


In this digest, Schwartz addresses the parenting component of family literacy programs. The author makes suggestions of various principles that can contribute to successful programs. She initiates her recommendations by stating that although most participants
are culturally and ethnically diverse, speak different languages, and are frequently of lower income, “families have a wide range of experienced-based knowledge that can inform program development.” Schwartz emphasizes the importance of programs reflecting and incorporating participants’ naturally-occurring literacy activities. This enables participants’ familiarity with curriculum and encourages self-confidence and empowerment.

Schwartz relates that literacy activities can be fostered on-site, in home visits, and within the community. Curriculum should “respond to participants’ needs and interests, and [be] culturally and linguistically relevant.” Suggested topic could include:

− Attitudes about child-rearing, including behavior management.
− Strategies for problem-solving, with particular attention to parent-child concerns.
− Strategies for transferring learning to various situations at home and at work.
− Household management, including integrating employment into parents’ schedules.
− Family relationships, including abuse.
− Ways to learn about one’s own child.

The author states that “all parent-child activities have a literacy component, and parents are encouraged to see routine family interactions as opportunities for literacy experiences. They are also instructed in specific ways to reinforce their children’s learning in the early childhood component.” Schwartz states that the key activity should be parent-child reading. Other activities should include oral skills development, opportunities to interact with other people, and visiting cultural centers in the community.

Schwartz concludes by emphasizing the need for staff that can convey respect, build self-confidence and self-respect, and be flexible in using learner-centered teaching strategies. The author states that programs should collaborate with local service agencies and incorporate participants’ perspectives when evaluating programs.

**Cross-Reference:**
Section G: Culture and Context Section B: Parenting Education


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

This article provides background knowledge and programmatic examples for those individuals who are being introduced to the program. Practitioners would find this article helpful if they were starting a family literacy program or thinking of joining a program.

Cross-Reference:
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction


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

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


The authors of this research examined the growth of language skills and emergent literacy of 47 children who were exposed to storybooks and explicit teaching of writing and reading skills by their parents. Two examples of language skills are vocabulary and phonemic awareness. Two examples of children’s emergent literacy are knowing the names or sounds of letters and understanding print concepts. These skills are varied among children entering school and have been associated with later reading achievement.
The authors observed storybook reading and direct teaching about reading and printing by parents as two distinct home literacy experiences. Storybook exposure was measured using parental checklists while parent teaching was measured with self-reports of the frequency with which parents taught reading and spelling. Language factors were tested using a listening comprehension task, a vocabulary task, and a phonemic awareness task. The emergent literacy factors included letter knowledge, knowledge of print concepts, invented spelling, and letter-sound knowledge.

The results of the study address three questions:

1. What is the relation between storybook reading and parental teaching? Evidence revealed that literacy experiences were common, but that parents who frequently read to their children did not necessarily teach their child about reading and writing and vice versa. These findings reveal that parents engage their children in very different literary experiences at home.

2. Do both storybook reading and parental teaching predict language skills and emergent literacy? Results showed that storybook exposure influenced the language factor but did not significantly influence the emergent literacy factor. On the other hand, parent teaching of reading and writing influenced the emergent literacy factor but did not significantly influence the language factor. However, the authors do note that although parent reading does influence language at least into grade 1, its magnitude on language development is small to moderate.

3. Do storybook reading and parent teaching predict word reading at the end of grade 1? The results showed that children’s language skills and emergent literacy made up for 20% of the variance in word reading, while parent teaching did not account for any additional variance and storybook exposure accounted for an insignificant 2% of the variance. In conclusion, the authors state that there is a clear distinction between the influence of different home literacy environments with different links to early skills and, ultimately, to reading acquisition.

Cross-Reference:
Section A: Parent and Child Interactive Literacy


This paper presents findings from a longitudinal study that looked at how phonological awareness is affected by mother-child interaction and the child’s language development. Sixty-six two-parent families from Finland were selected to participate in this study. On average the mothers had 14 years of education and the fathers had 13 years of education. With some rare exceptions, the primary caregivers of the children in this study during the first 10 months of life were their mothers.
Results indicate that phonological awareness is present even at the earliest stages of vocabulary learning. Differences in both the mother’s sensitivity during joint play episodes and the children’s vocabulary in infancy were indicators of later language acquisition and seemed to especially contribute to the progress of phonological awareness years before formal reading instruction began. The findings also show that mothers’ educational level is directly correlated the their interactional sensitivity and the father’s educational level is related to the children’s skill in combining lexical items at two years of age, but neither parent’s educational level was found to be related to phonological awareness.

Frequent high quality play interactions provided by mothers during the first years of life result in children having more advanced language skills as measured from early to middle childhood. It was also concluded that early language acquisition is a two-way process driven mutually by parent and child. This finding supports the view that, over time, language development is a child-driven process. Citing Vygotsky, the authors of this paper state that the parents’ behaviors is what prompts the early phases of sound pattern awareness in their children and that children’s knowledge about words is what determines the growth of the sound pattern awareness.

Finally, the authors cite that their sample is rather small to justify definite conclusions and that replications of their findings are needed to confirm that conscious access to speech emerges from the repeated process of enriching knowledge.

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section G: Culture/Context


Silver discusses issues that address therapies used to address the needs of individuals with learning disabilities. As the theme editor for this issue, Silver recommends a process whereby purported therapies should be objectively evaluated. He is explicit in stating that any therapy must be supported by research. The results of the research should be published in peer-reviewed journals. He also recommends replication studies. Following these steps, publication of best practices and incorporation of an approach into standards of care can occur.

Silver states that an approach “can be considered controversial if:
1. The approach is proposed to the public before any research is available or before preliminary research has been replicated;
2. The proposed approach goes beyond what research data supports; or
3. The approach is used in an isolated way when a multimodal assessment and treatment approach is needed” (p. 1).
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 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

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The authors of this article look at the real message behind materials used for family literacy: the underlying message of family literacy publications and promotional materials latentlly labels the mother as main caregiver and create unreal expectations for her. This focus on mothers is implemented through the use of “mothering discourses”. Mothering discourses are defined as the following: “culturally bound beliefs and values that form society’s definition of good mothers, normal families, and, by extension, appropriate literacy and parenting practices in the home.” (p.25) Three types of mothering discourse are identified and explained: the normal family, mothering as pedagogy, maternal responsibility. This article is of interest to readers that are concerned with policy and equity issues in teaching, informing, interacting and recruiting for family literacy or in dealing, particularly with mothers, in school settings.

The article also includes a historical perspective of how family and school interaction has changed over the years. This type of discourse affects government policy making.

The authors encourage educators to question images and language used in family literacy texts in order to form more inclusive, supportive and diverse programming in the field. *Current concrete examples* to support their work are provided in this article.

**Cross-reference:**
Section H: Government Policy
The authors identify characteristics that would explain why some children, more than others, enter school better prepared to excel in reading. The authors look at intergenerational transfer of knowledge about literacy from the perspective of familial attitudes, behavior, and perspectives.

The authors’ research begins by highlighting previous research findings stating that socioeconomic class difference is related to school achievement. The research indicates that children from low-income families demonstrate an educational deficit upon entering school and this deficit grows with each cumulative year.

The difficulty about literacy, as noted by the authors, is that it is not a uniform skill that can be taught and then strengthened with time and continuous instruction. This characteristic further complicates the goal of isolating literacy mechanisms to see how various familial effects have different implications for the literacy development of children. The authors also state that little research is available about social class and the effects of literacy since most research focuses on observable differences in children upon entering school. Social class is magnified as children get older and this implies then, that “familial effects account for more than just differences in emergent literacy skill” (p. 1). Thus, the authors caution that we must distinguish “familial influences in terms of what aspect of literacy they influence as well as how that influence is exerted” (p. 2).

The authors assess four mechanisms proposed by research conducted over the last 25 years. The mechanisms are simple transfer, participation in literacy practice, enjoyment and engagement, and linguistic and cognitive mechanisms. While literacy programs do focus on the teaching of basic skills and encourage book reading as a joint venture, they fail to promote literacy as a social practice and don’t stress enough the importance of rich oral language interactions; both of which are essential elements in the development of children’s literacy.

In conclusion, the authors state that although transfer of knowledge is an important skill necessary for emergent literacy, it is the family-induced motivation and family-generated language abilities that exert the most influence throughout the elementary school years. The challenge then becomes how to help families understand their roles in the literacy development of their children and how to aid that development.

**Cross-Reference:**
Section G: Culture and Context

In this article, the authors examined the relationship between the kinds of comments made during shared reading and the affective quality of the reading interaction in order to understand the impact of home-based reading practices on young children’s literacy development. This study observed 30 five-year-olds, during the summer prior to kindergarten, in shared reading experiences with a member of their family, usually a parent but in one-third of the cases, an older sibling. The children came from both African-American and European-American families who attended inner-city preschools in Baltimore, Maryland. The majority of the children came from low-income families. In addition to the observations, the parents were interviewed about the frequency with which their children engaged in reading activities at home. The children’s phonological awareness, orientation toward print, and story comprehension were assessed during the spring of kindergarten and their motivations for reading was assessed at the start of first grade. The study found that comments about the content of the storybook were the most common type made during reading interactions. The authors also reported reading frequency was the only significant correlate to children’s early literacy-related skills. In contrast, the affective quality of the reading interaction was the most powerful predictor of children’s motivations for reading. The authors state that these results emphasize the importance of the affective quality of positive reading interactions for fostering children’s interest in literacy. The authors concluded their discussion with suggestions for implications for practice for teachers.

**Cross-Reference:**

Section A: Parent and Child Interactive Literacy


Sparling argues that “our challenge is to recognize and value the literacy components that are present in the very young child’s broadly defines development behaviors” (p. 45). So he proposes a broad-spectrum approach for encouraging literacy, because all of the “common events of living and caregiving are called into the service of this strategy” (p. 46).

He continues by describing the features of curriculum conceptually—Vygotskian theory—and instructionally—following the *notice, nudge, narrate* principles or strategies. He explains how the three components of the instructional model are ongoing and with many repetitions during any one instructional occurrence.
The author posits that the basic tenet of the broad-spectrum instructional approach is to raise the level of a caregiving routine to that of one with educational significance. He provides several examples of these types of routines—feeding, dressing/undressing, and bathing. He continues by highlighting the difference between a caregiving routine and an ordinary routine—naming things nearby, going for a walk, singing a song, and back-and-forth verbal play—both which the author claims have educational significance.

Beyond the routines mentioned about Sparling also discusses the significance and role of reading a book, which could be considered by some as an ordinary routine, and script awareness as part of the broad-spectrum curriculum approach. 

In conclusion Sparling puts out a call to practitioners and researchers to raise awareness of the earliest developments of literacy. He proposes three areas of research and subsequent questions which relate to each area. However, he argues that even now without the answers to his proposed questions, the broad-spectrum approach begins to intervene with at-risk families and children.

**Cross-Reference:**
Section D: Curriculum and Instruction


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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section G: Culture and Context

In this paper the authors’ argue that illiteracy is “a metaphor for moral and economic failure” that US educational policy uses to justify intrusive home interventions. This paper is organized into three main sections: (1) Illiteracy as a social and economic threat, (2) Illiteracy and marginalization, and (3) Family Literacy and the unlettered state. The first section, Illiteracy as a social and economic threat, reviews the historical context of the term illiteracy in the United States. The second section, Illiteracy and marginalization, argues that changes in the definition and use of the term illiteracy leads to social marginalization. In the third section, Family Literacy and the unlettered state, the authors use Even Start programming and legislation to illustrate how “illiteracy as a metaphor” affects government policy. This paper presents a brief historical treatment on illiteracy and literacy policy in the US. The authors develop the theme of “illiteracy as a metaphor” of social ills, which enables the government to use intrusive interventions in literacy programs.

Cross-Reference:
Section H: Government Policy


Within this article the authors address the issue of how the cultural heritage of the family plays an important role in family as well as school literacy programs. It is their belief that cultural responsiveness is considered less than important in both the school and family literacy programs, relegating the family and home to a much lower position while ignoring that each family has its own style of literacy which is reflected and embedded within the customs and interactions of the family. They propose that culturally responsive curricula that are used within schools and family literacy programs should be based on relationships developed between the home and school. A culturally responsive curriculum is defined by the authors as a process of knowledge selection and presentation that acknowledges and builds upon the cultural backgrounds of the learners. This curriculum is designed as an integrated, interdisciplinary, learner-centered curriculum. Critical thinking skills are developed, as well as strategies that promote cooperative learning and whole language instruction. The success of the curriculum is dependent upon appropriate staff development and should be a part of a coordinated building-wide effort.

Utilizing the culturally responsive curriculum model is beneficial to both school and family literacy programs in that standardized gains are usually noted because the learners are engaged and motivated. Literacy and language skills usually follow from the desire of the learners to learn and understand. Moving toward a more culturally
responsive approach is worthwhile because learners will view diversity as a source of pride, strength, and learning.

Cross-Reference:
Section D: Curriculum and Instruction
Section G: Cultural and Context


This paper is a review of research in family literacy with the goal of improving family literacy programs. The research is divided into four categories: early childhood education, adult education and training, parenting education, and support services. This paper is pertinent to program coordinators and staff because research findings and suggestions for program improvement are included.

Even though studies have been conducted on early childhood education programs, there is little evidence to prove that the programs have an effect on parents. According to the authors, adult education programs do not have significant impact on GED achievement, and job-training programs have small effects on employment. During parent education, educators cannot assume that the parent’s curriculum has a direct effect on children’s outcomes. Finally, support services do not offer educational material. However, these services do offer the opportunities for the educational learning to occur.

The authors offer suggestions on how to improve family literacy programs. Their recommendations include setting curriculum standards to achieve large effects, creating high-quality, high intensity services, not relying on parent education to improve child education, individualizing instruction, using technology, and combining components so that all services are coordinated. The authors offer these suggestions to create the best possible family literacy programs.

Cross-Reference:
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section D: Curriculum and Instruction


This is a report of local and state Even Start programs conducted to describe types of evaluations, describe findings, and provide guidance on improving evaluations. Evaluations are conducted to comply with program requirements and track progress of
participants. Data from evaluations can be used to direct and drive program improvement. The most common evaluation processes reported program outcomes. Pre and posttests of the participants were reported as were information on project implementation, levels of participation, recruitment and retention, and how programs collaborated with other agencies.

Findings reported in evaluations:
1. Local evaluations showed a consistent pattern of positive gains for child development.
2. Adult development also showed a consistent pattern of positive gains.
3. Local gains were sometimes compared to national data, national, statistics, gains in other evaluations, and to “normal” development.
4. How evaluations were used to improve programs was NOT reported.

Recommendations:
1. Change the Even Start legislation and preliminary guidance to refer to “local continuous improvement efforts” instead of “local evaluations.”
2. Provide guidance to state coordinators and/or local projects on the amount of funding that needs to be spent on a good local evaluation that focuses on program improvement.
3. Help establish a community of local evaluators.
4. Provide training for local grantees in using data collected at the state and/or national level for continuous improvement at the local level.
5. Provide guidance to local projects on the use of data/evaluation for program improvement.

Suggested principles for continuous improvement:
2. Devise an intervention to achieve those goals.
3. Set intervention thresholds necessary to achieve goals.
4. Assess progress toward goals with sound measures.
5. Use evaluation to monitor program quality and results, and to target areas for improvement.

Cross-Reference:
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy


This chapter discusses the evaluation process of Even Start on the national, state and local levels. Even Start programs are required to participate in the national
evaluation process, with the data from these evaluations providing insight relative to the performance and effectiveness of programs nationwide. The evaluations are also useful in identifying effective Even Start programs and targeting these programs with technical assistance leading to program improvement.

State evaluations are not required by law; however, recent legislation has emphasized quality and intensity as important factors of the Even Start program, leading states to integrate evaluations as a process to support improvement for local programs.

Local Even Start programs are required to provide an independent evaluation of the program to be used for program improvement. The data from these evaluations provide critical information regarding program strengths and weaknesses and are used to improve the services of the programs and the outcomes of the participants. These evaluations are also useful in providing pertinent information to states, the U.S. Department of Education, and Congress regarding outcomes such as retention of participants, services provided, and the achievement of the families in the program.

The authors end the chapter with recommendations on using the evaluation data for consistent program improvement. They propose that improvement practices need to be accomplished through legislative changes at the federal level, program refinements, and required evaluation activities taking place at the local, state, and federal levels.

Cross-Reference:
F: Assessment and Evaluation of Family Literacy
H: Government Policy


This article provides a well-detailed overview of the Even Start program and the Even Start National Evaluation conducted by Abt Associates. After describing the history of the development of family literacy programs, the authors define core components as well as describe a comprehensive model placing Even Start in the context of population, community, and service characteristics. A description of the National Even Start Evaluation is also provided. Some highlighted areas from the Evaluation include: characteristics of Even Start participants, descriptions of core services (early childhood education, adult education, and parent and child time together), home-based services, support services and special events, service integration, program participation, recruitment strategies, retention strategies, and participation rates.

Cross-Reference:
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy

The Even Start Family Literacy Program was authorized in response to the conceptualization of "family literacy" that united two previously separate areas of adult education and early childhood education. This report presents a 4-year national evaluation of the Even Start Family Literacy Program (1989–92) and provides detailed information about the first four cohorts studied in the project. The 13 chapters discuss the following: (1) background information on the program; (2) program design and the components of evaluation; (3) characteristics of families and project activities; (4) the population served by Even Start; (5) characteristics of Even Start projects and staff; (6) the depth of Even Start services; (7) their approach to the assessment of effects; (8) effects on children served by Even Start; (9) effects on parent literacy; (10) effects on parenting skills; (11) effects on the family as a whole; (12) the cost of Even Start; and (13) a summary and conclusions. The conclusions drawn in this report address only the short-term effects of the Even Start project on families. The authors recommend a longitudinal study to examine the long-term impact of the program.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section H: Government Policy


In this summary paper, Sticht addresses four questions:

1. **What is the Adult Education & Literacy System (AELS) of the United States?** Sticht states that “some 4,000 organizations operate under the rules and regulations of the Adult Education and Family Literacy Act” (p.1). He says that it is the third major publicly funded branch of education behind K-12 and Higher Education. He relates that “the AELS serves those most in need of education. Of some 31 million enrollees in the AELS from 1992 through 1999, 7.9 million were the working poor, over 3.3 million were welfare recipients, 9.3 million were unemployed and 2.2 million were incarcerated” (p.1).

2. **What is the Power of the Adult Education & Literacy System of the United States?** Sticht details that government can expect return on investment in: 1. Improved productivity at work, 2. Improved self-confidence and other psychological and physiological aspects of health of adults, 3. Improved health of adult’s children, 4. Improved productivity in the schools, and 5. Improved criminal justice system.

3. **Why is the Adult Education & Literacy System of the United States Marginalized?** Sticht states that the AELS “remains a marginalized, under-funded,
step-child of the total American educational enterprise” and that it “reflects the marginalized status of the adult students who make-up the majority of those who turn to the AELS for educational opportunity” (p. 3).

4. How can the Adult Education & Literacy System of the United States move from the margins to the mainstream of public education? Sticht proposes three steps that move the AELS from the margins to the mainstream of education: 1. Increase funding, 2. Increase enrollments, and 3. Improve the AELS. The third step should include “better staff development, new technology-based curriculum materials, new methods of assessment of knowledge and skill, and the routine collection of data on indicators of program achievements” (p.4).

Cross-Reference:
Section H: Government Policy


In this paper, Sticht summarizes what these three countries are currently doing relative to adult literacy. He categorizes these activities into five areas:

1. Scale of Need: determining how many adults are in need of adult literacy, including numeracy education.
   a. Sticht states that in the United States, 23.7 percent of adults aged 16-65 were considered to be “at risk” for social inclusiveness due to poor literacy. This would be about 32 million adults. Only about 8 million adults considered themselves as “at risk.” This perception could result in lower enrollment in adult literacy programs.

2. Access to Provision: determining how many adults are aware of, have access to and enroll in adult education and literacy education programs.
   a. Sticht relates that “fewer that 10% of the more than 40 million adults who lack a high school diploma in the U.S. enroll in the Adult Education and Literacy System [AELS] of the U.S. in a given year. However, as of 2001, no major efforts with major funding, as in the United Kingdom, were underway to reach out to adults in the United States” (p. 3).

3. Nature of Provision: determining the nature of the delivery system for meeting the needs of adult literacy provision, including the use of information and communication technology.
   a. There are about 4,000 organizations that operate under the Adult Education and Family Literacy Act with some 31 million enrollees from 1992 through 1999.

4. Quality of Provision: determining the nature of and need for improved instructional quality, including teacher qualifications and establishing content and outcome standards for programs.
a. “In Canada, the United Kingdom and the United States there are common findings about adult literacy education.
   - Only a small proportion of adults deemed to be in need of provision actually enroll…
   - Studies of participation in adult education have repeatedly identified three major categories of barriers to participation in adult literacy education.
     1. Situational…
     2. Dispositional…
     3. Institutional…
   - Dropout rates are high in all three nations… In the US, dropout rates in excess of 50 percent have been found in some studies…
   - Professionalism and preparation of teaching staff is a major concern… Data for 1998 from the U. S. Department of Education indicate that in the [AELS], of 92,019 paid personnel, only some 25 percent were full-time personnel and the system relied on an additional 85,924 unpaid volunteers for tutors… In the United States, the U.S. Department of Education’s Division of Adult Education and Literacy has implemented the Pro-Net project to develop competencies and performance indicators for adult literacy educators.
   - Skills, content and curriculum standards have been the focus of government and professional agencies… The Equipped for the Future project in the United States presents content standards for what adults should know and be able to do…” (pp.5-8).

5. Accountability of Provision: improving methods of determining achievements of programs in terms of student learning outcomes and broader impacts for adult family, workplace and community.
   a. “In the U.S. a new National Reporting System has been implemented to capture a wide variety of data on demographics, attendance, and outcomes in programs that are part of the [AELS] of the U.S., that is, those 4,000 or so programs that receive at least some of their funding through the federal Adult Education and Family Literacy Act of 1998” (p.9).

Cross-Reference:
Section H: Government Policy


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

**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


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

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

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

Cross-Reference:
Section C: Program Descriptions and Models


This article describes a computerized program that assists children with language-
learning difficulties. Tallal refers to field tests at 35 sites involving 500 children ages 4-
14. These tests reported improvements in auditory processing rate, phonological
processing, and language comprehension that replicated results that had previously been
found in controlled laboratory studies. The author states that “highly significant
improvements in language function were achieved in children experiencing language
processing difficulties in the context of a variety of clinical diagnoses including
PDD/autism, specific language impairment, CAPD, ADD, and dyslexia.”

Cross-Reference:
Section D: Curriculum and Instruction

of Education, Planning and Evaluation Service.

This final report for the second national Even Start evaluation covers the program years
1993–97. During this time period, the number of projects participating increased from
439 to 605. At least 90 percent of projects submitted data on participant characteristics,
services, implementation, costs and participant outcomes for analysis in the Universe
Study for each year of the study. For the most part, the programmatic trends reported in
the first evaluation remained constant. In addition, 57 Even Start projects were selected to
submit more comprehensive data on child cognition, adult educational progress, and
parenting education. Following new families for up to 3 years beginning in 1993,
participant outcomes were determined based on pretest-posttest differences and growth
curve analysis. Children continuing to participate in Even Start made greater gains than expected on the basis of development alone. The educational gains for adults in Even Start were modest and comparable to those seen in the first evaluation and other adult education programs. Positive gains were seen in scores in parenting education for parents with children between birth and 3 years of age and parents with children ages 3 through 6.

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


This report discusses the second national 4-year (1993–97) evaluation of the Even Start Family Literacy Program at the completion of its second year (1994–95). Data from a sample of 57 out of 513 programs across the U.S. operating during 1994–95 were used for the evaluation. The report addresses several key issues in its 10 chapters, beginning with an introduction to the Even Start Program and description of both the previous and current evaluation. A comprehensive description of the Even Start families is included as well as ways in which these families are served by the program and participant use of services. One chapter addresses whether or not those families in greatest need were served by and benefited from Even Start. Next, educational and developmental outcomes are provided for the 57 projects in the Sample Study. A discussion of how the findings relate to the results of the first 6 years of the program and ways in which these outcomes vary as a function of participant and project characteristics are included. The report concludes with a discussion of technical, administrative, and other issues involved in the implementation of Even Start programs as well as important evaluation findings.

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


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 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


In this book, Taylor follows, over 3 years, six middle-class families that each have a successful reader. This ethnographic work provides insight into the ways in which children successfully learn to read and write through their participation in the everyday experiences of family life. The last chapter of the book explains the importance of using ethnographic methodology in the study of child literacy outcomes.

Cross-Reference:
Section A: Parent and Child Interactive Literacy


In an effort to counter what is described as the prevailing deficit-based view of family literacy, a group of 50 participants from around the world gathered at the International Forum on Family Literacy to set up principles for redefining family literacy. The intent was to have a broad spectrum of professionals address issues related to the family literacy movement, especially issues related to ethical and human rights concerns. This book, a result of that conference, identifies a set of principles for family literacy and presents a compilation of articles on family literacy by researchers, teachers and parent learners. Challenging the reader to question practices based on a deficit view of family literacy, the
articles cover the many different types of families served in family literacy programs, the general principles of language and literacy, ethics in research and program development, and principles for assessment, funding agencies and policymakers.

**Cross-Reference:**
Section H: Government Policy


In Taylor's second book, she and Dorsey-Gaines follow four inner-city African-American families. In this qualitative study, the reader learns that children from these families can be successful readers, even in the face of overwhelming poverty and unfortunate circumstances. Like the middle-class families Taylor studied previously, these families provided literacy experiences for their children in their everyday lives. However, they are distinguished from the middle-class families in that they often used literacy activities as a means to an end (e.g., applications for food stamps, AFDC, WIC, and student financial aid forms). The authors of the book recommend their work for educators, researchers, and policymakers.

**Cross-Reference:**
Section A: Parent and Child Interactive Literacy
Section G: Culture and Context
Section H: Government Policy


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


The authors discuss two recent developments, the spread of family-centered approaches to literacy education and the view of the family as a consumer of education. They argue that the view of families as consumers of education has lead to a school-centered dominance of family literacy programs. They highlight a number of problems they see as associated with the implementation of family literacy programs that espouse school-centered approaches to literacy. By contrast, they advocate programs that are responsive to the family’s culture and that support home-based literacy uses. They also argue against a deficit-based view thought to be guiding current beliefs in the field of family literacy.

**Cross-Reference:**
Section F: Assessment and Evaluation of Family Literacy (FL) Programs


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

**Cross-Reference:**
Section C: Program Descriptions and Models

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


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

Cross-Reference:
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section E: Collaboration Within Programs and Among Social Service Agencies
Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section G: Culture and Context
Section H: Government Policy


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

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

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

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

Cross-Reference:
Section G: Culture/Context
Section C: Program Descriptions/Models


Elizabeth’s story highlights the importance of motivation and family involvement in developing literacy skills. The story portrays an African American family, Elizabeth, a single mother, and her four children. The author of the article met Elizabeth’s family in 1992, while conducting doctoral research in family literacy. It was at this time that the author identified that programs that were once targeted for either illiterate adults or disadvantaged children were developing a family orientation. However, the majority of these programs were not based on research or theoretical perspectives.

The article highlights an intervention program that focused on parent/child literacy interaction using the home environment as the setting. The author identified that conducting this intervention in the home setting was critical since working with isolated family members at a central location would not address the most vital aspects of family literacy, the home. Visits were made once a week for nine months in which the author worked closely with Elizabeth and her two youngest children. Through observations and interviews, the family’s home environment was assessed relative to literacy materials available within the home and how these materials were used. Based on the strengths of the family, the author modeled literacy routines such as reading to the children every day, writing, and the use of oral language such as storytelling. Materials were supplied when needed, and Elizabeth was able to see and replicate the routines modeled by the author.

The author noted that when resources and ideas become available to Elizabeth, she and her children began to experience the joy of reading and writing and joined in partnership with each other as a literate family. It also became apparent through this research that involving parents in their children’s education can be successfully accomplished in the home environment where many parents feel more comfortable.

Cross-Reference:
Section B: Parenting Education
Section A: Parent and Child Interactive Literacy Time
This is a report of the results of a statewide evaluation of family literacy programs during the 1998-1999 program year. Findings are reported as well as tables of statistics collected for the report. The major findings were very positive and include:

- Programs served families most in need of services
- Adults’ basic skills improved
- Parents achieved personal goals
- Parents supported their children’s literacy development
- Children entered school ready to learn
- Children were successful in school
- Family economic status improved
- Programs built community collaboration
- Families accessed necessary support services

Recommendations suggested in the report:
1. "Newly established family literacy programs need ongoing technical assistance and support to help establish effective procedures for identifying and recruiting families eligible for the program’s services;"
2. All family literacy programs need assistance in building effective local collaborations that move beyond simple referral services; and
3. Family literacy programs should explore alternative delivery systems (e.g., distance learning, evening or weekend sessions) to meet the needs of parents who find work responsibilities make it difficult or impossible to continue participation in the program.

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


This chapter reviews the planning and implementation needed to choose appropriate tools for assessing adult learners involved in family literacy programs. The authors discuss (a) federal accountability; (b) different types of assessments (standardized and informal) and the strengths and weaknesses of each category; (c) choosing the appropriate assessment tool(s) (What purpose will the assessment serve? Will it be used to place students, drive instruction, or demonstrate progress?); (d) considerations for writing one’s own program specific assessment; (e) strategies for implementation, and (f) the importance of a “supportive test environment.” (p. 568) A section of the chapter focuses specifically on
the evaluation of English-language Learners. Also included are several useful tables relevant to the topic. This chapter is of interest to program developers, administrators, evaluators and practitioners.

**Cross-Reference:**
Section F: Assessment & Evaluation of Family Literacy Programs
Section H: Government Policy


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

**Cross-Reference:**
Section D: Curriculum and Instruction
Section E: Collaboration Within Programs and Among Social Service Agencies


The authors of this article synthesize studies relating to adult literacy in order to provide guidance for policymakers, practitioners, and researchers. They divide the work into seven key topic areas and provide major findings and recommendations for each.

**A. Literacy and Economic Well-being**

- **Findings:**
  - Literacy and education are closely related to a nation’s economic development.
  - According to the NALS: income of American adults was significantly higher for each literacy level attained; income differences between ethnic and racial groups disappear when controlled for literacy and education; adults who complete a GED improve their earnings potential.

- **Recommendations:**
  - Adult education and training are essential as one means of addressing our nation’s economic and social goals.
ii. Adult literacy education appears to be a promising and well-targeted investment.

B. Literacy Instruction and Measurement
   a. Findings:
      i. Most literacy programs classify learners by grade levels rather than instructionally relevant variables.
      ii. There are few practical diagnostic instruments for adult literacy programs to assist teachers in tailoring instruction.
      iii. Much instruction is oriented toward the stated needs and interests of participants.
      iv. There aren’t many “milestones” to guide learners in making life or learning goals.
      v. Current instruction emphasizes basic skills assuming they will transfer to other contexts but research shows little transfer.
      vi. Numeracy has received little attention from policymakers and program planners.
      vii. Adult literacy testing is limited by a paucity of instruments, and a lack of normative data.
   b. Recommendations:
      i. Diagnostic and remediation models for adult literacy instruction need to be better understood.
      ii. Shift resources to incorporate more extensive diagnostic testing.
      iii. A balance is needed between functional context learning and basic skills practice.
      iv. Individual progress should be measured by both standardized tests and applied tasks.
      v. Evaluation should have separate measures for: individuals with special needs; participants who reflect normal progress; and, those not working toward academic certification.
      vi. More information about instructional and other outcomes needs to be provided directly to the participants.

C. Workforce Literacy and Competitiveness
   a. Findings:
      i. Adult education services are available to only a fraction of the individuals who need it.
      ii. When there are strong incentives for developing literacy skills, workers participate and increase their literacy skills more frequently.
      iii. Also, company productivity increases as do workers’ earnings.
      iv. Participants in welfare-to-work programs who enroll in appropriately designed literacy programs can increase proficiencies and reduce long-term dependency rates.
v. When adult learners are motivated and make progress in learning, they also raise their level of economic well-being.

vi. Availability of programs is directly affected by the incentive structures of different nations.

b. Recommendations:
   i. The number of services should be increased.
   ii. Reallocation of resources can reward and foster collaboration between businesses, unions, educators, and private groups.
   iii. There needs to be increased diversity of delivery systems to accommodate both small and larger businesses.
   iv. The overall quality of training programs needs attention.
   v. Policymakers should consider the balance between individual skills and learning potential, requirements for job skills, and reward for learning new skills.
   vi. Effective designs should provide incentives for basic skills development that are both direct and readily perceived by the learners and the providers.

D. English as a Second Language
   a. Findings:
      i. ESL learners are not a homogeneous group.
      ii. Quality and efficiency of programs have been hard to assess.
      iii. Research suggests that adult learners from different backgrounds benefit from their native language literacy skills.
      iv. Speaking skills in English were found to be less important for English literacy than previously thought.
   b. Recommendations:
      i. Determining accurate and consumer-relevant information about specialized needs should be a priority for adult ESL.
      ii. “Research and development into the literacy learning processes of adult ESL learners, appropriate curricula, and especially the power of technology are important in this domain.”

E. Family Literacy
   a. Findings:
      i. Three models are most popular: the Kenan Trust Family Literacy Project, the Missouri Parents As Teachers Program, and Parents As Partners in Reading.
      ii. Our knowledge in this area is still rather limited.
      iii. Most evaluations have focused on cost and effectiveness of specific programs than on dynamics of intergenerational learning and instruction.
iv. Family literacy programs may offer hope for solving socioeconomic problems in low-income urban communities through enhanced family support systems.

b. Recommendations:
   i. Programs need to be field tested and better understood.
   ii. Development of specialized training for family literacy instructors is particularly important.
   iii. Cultural aspects of family literacy programs need significant emphasis.
   iv. There needs to be coordination between the network of family support systems.

F. Professionalization and Standards
   a. Findings:
      i. Large majority of instructional staff is part time.
      ii. There have only been limited resources and strategies for staff development.
      iii. Staff development has been largely remedial.
      iv. Professional staff need to feel more in control, motivated, and empowered.
      v. Setting standard will pose major challenges.
      vi. Standards have focused on workplace competencies.
   b. Recommendations:
      i. Staff training and development should be an ongoing process in programs and be linked to program improvement and evaluation.
      ii. Without increasing full-time staff, programs do not have the incentive to spend resources on teacher development.
      iii. Regional, state, and national networks can enable educators in generating and disseminating knowledge.
      iv. Standards should establish a vision of knowledge across a diversity of contexts.
      v. Standards development should not drain resources from staff development or instructional design.

G. Technology
   a. Findings:
      i. Many programs lag far behind in using newer technologies.
      ii. Many programs have limited funds for hardware and software purchases.
      iii. There is inadequate staff training and lack of knowledge on effective implementation and specialized uses of technology.
   b. Recommendations:
i. At the policy level, federal and state funding should be targeted specifically for technology purchase and accompanying staff development.”

ii. Administrative data should be collected electronically.

iii. Government can facilitate partnerships and provide incentives to the private sector for funds.

iv. Staff development in technology training should be built into the staff-development planning process.

v. Research is needed to develop distance education models for participants at home, at the workplace, and in literacy classes.

vi. Creative uses of low technologies (i.e. hand-held vocabulary devices) and higher technologies (i.e. intelligent tutoring systems) have yet to be explored for literacy work.

Cross-Reference:
Section H: Government Policy


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

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

In the TRALE program, “Teachers create meaningful instruction through authentic, problem-based, learning activities and, when appropriate, through the use of technology... Our idea of meaningful and authentic apprenticeships entails the creation of classroom environments in which the opportunities for acquiring literacy skills simulate those situations that make sense in the everyday personal worlds of children” (p.58). This involved setting up classrooms as businesses, service organizations, and special-interest groups. Classrooms were set up to assume roles as a store, movie theater, newspaper, and a museum. Each classroom had a substantial part of its language arts curriculum designed around problem-based activities associated with that
classroom’s role. After evaluation of two years of the program several results were observed:
- Children’s achievement scores on standardized tests were greater for participating classrooms.
- Classrooms became child-centered rather than teacher-centered.
- Collaboration between students and spontaneous collaboration increased.
- Students exhibited competence and the ability to work independently.
- Technology motivated and engaged students for extended, productive periods of time.
- “students want to be legitimate, participating members of a community and will alter their behaviors in positive ways to participate” (60).

Cross-Reference:
Section D: Curriculum and Instruction
Section C: Program Descriptions and Models


Walker states that “future generations will value the ability to use information as highly as we value the abilities to read and write today” (p. 18). He says that expectations in education will rise due to widespread use of information technology. These expectations include:
- The ability to use several symbol systems;
- Apply knowledge in life;
- Think strategically;
- Manage information; and
- Learn, think, and create as part of a team.

Walker explains that today’s educational systems find it difficult to meet today’s expectations and it will be more so in the future. He believes that more effort and resources alone will help schools meet expectations and that new approaches will be needed. Possible directions include:
- Authentic problem solving
- Students assuming responsibility for learning
- Working in teams
- Work portfolios
- Peer tutoring
- Telecommunications allowing scientists and professionals to supplement and support teachers
- Technological collaboration of parents, teachers, and consultants to advise and monitor a child’s learning
Cross-Reference:
Section D: Curriculum and Instruction


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

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

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

Cross-Reference:
Section C: Program Descriptions and Models


In this article, Weinstein proposes ways language instructors can better serve their students by considering the context of their environments. The author proposes the
benefits of ESL instructors who can recognize differences of social contexts and the instructional implications of creating settings where literacy is meaningful. Language instructors should observe the environments of their students and create classrooms that address the needs of the students and the problems that they face. Weinstein proposes classes that encourage students to share their personal environments with other students. Students can respond to each other’s challenges in combining lives from two worlds. Reading and writing in the classroom should reflect real circumstances and address real topics. The classroom can become a community itself where students share and solve problems. This type of classroom can enlarge students’ networking systems and provide a place a safe place to “examine their struggles, share in their experiences, and provide support for seeking solutions” (p. 44).

**Cross-Reference:**
Section D: Curriculum and Instruction


This article addresses questions relating to family and intergenerational literacy in multilingual communities. Weinstein provides answers for questions relating to:

A. Research
   a. Current research is more focused on how language and literacy practices are rooted in native culture that may or may not be similar to a local school system
   b. Often children become fluent in English much quicker than their parents which may be reflected in changing intergenerational relationships.

B. Policy initiatives
   a. Equipped for the Future, the current national initiative, is consistent with ethnographic research and can be a useful guide for family literacy work.

C. Program goals
   a. Improving school achievement by promoting parental involvement
   b. “Improve skills, attitudes, values, and behaviors linked to reading”
   c. “Enable adults to develop a critical understanding of schooling”
   d. Construct “activities that address family and community concerns and attend to the role of home language and culture”
   e. Reconnect generations in a positive way

D. Delivery models
   a. Kenan model
   b. Models that begin with one generation and reach out to others
E. Curricula and materials
   a. “Curricula and materials are largely influenced by program goals.”
   b. Participatory, problem-posing, project-based

F. Directions for the future
   a. Collaboration between home and schools
   b. “There is more to family and intergenerational literacy than children’s
      school achievement.”
   c. “Planning and instruction begin with inquiry into learners’ lives”
   d. “The program addresses needs that learners themselves define.”
   e. “The program encourages generations to share knowledge and
      experience.”
   f. “Learning communities are fostered both among learners and among
      practitioners.

Cross-Reference:
Section G: Culture and Context
Section H: Government Policy

*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

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

**Cross-Reference:**
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section G: Culture and Context


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

During the program, schools kept track of student progress in short intervals and informed both parents and the community. Administrators and teachers worked together and regularly discussed effective instructional practices, intervention, and also collected data. Strategies that were implemented included:
- An uninterrupted morning literacy block
- Teachers focus on maximizing instructional time
“We have not found on curriculum or program that magically teaches every child to read. Our approach is to employ every available resource that demonstrates potential usefulness. We use all the weapons in our pedagogical arsenal—and continually look for better ones…” (p.53).

- As many as 20 percent of the students received one-on-one intervention from a Reading Recovery-trained teacher.
- Use of an on-site literacy coordinator
- Utilize cross-age tutors
- Change student-study teams frequency of meeting and intervene early to address learning disabilities, poor attendance, vision and hearing problems, etc.
- Collaboration between schools, teachers, parents, community members, and businesses
- Institute volunteer reading programs

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

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

Cross-Reference:
Section C: Program Descriptions and Models


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

Cross-Reference:
Section A: Parent and Child Interactive Literacy

This article discusses the important role that early childhood educators can play in promoting family literacy. Ways are addressed for early childhood educators to be sensitive and supportive of family literacy. Wolter emphasizes the need to (1) "Recognize that family literacy is highly individualized;" (2) "Provide nonjudgmental and confidential support;" and (3) "Use strengths as resources for literacy enrichment in the classroom."

**Cross-Reference:**
Section H: Government Policy