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ABSTRACT

This overview of intergenerational and family literacy programs in the United States consists of five sections, a bibliography, and four appendices. Section 1 presents background information and expectations for programs and describes the target populations and program designs and administration. Section 2 describes the research base and the common assumptions that motivate and justify program development, citing pressures of contemporary society; specific research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory; the importance of cultural differences; and the political appeal of programs. Section 3 gives overviews, activities, and some evaluation data for programs in four sectors: adult basic education, libraries, family English literacy, and preschool and elementary programs. Section 4 presents a topology for classifying intergenerational and family literacy programs based on mode of intervention and target populations. The advantages and disadvantages of four program types are presented and critical questions for systematic investigation are posed. Section 5 consists of recommendations to support intergenerational and family programs. The document includes a 44-item bibliography. The appendices contain abstracts and lists of adult basic education programs, library family literacy programs, and preschool and elementary programs, with the emphasis on programs in California, Florida, and New York.
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**The Noises of Literacy: An Overview of Intergenerational and
Family Literacy Programs**

by

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TABLE OF CONTENTS

Abstract	
Section I Overview	4.
Background of Programs	4.
Expectations for Programs	5.
Target Populations	6.
Program Design and Administration	6.
Section II Research Base and Motivation for Intergenerational and Family Literacy Programs	8.
Pressures of Contemporary Society	8.
Research on Adult Literacy Education	9.
Research on Emergent Literacy	10.
Research on Parent's Roles in Children's Literacy Development	11.
Research on Cognitive Science	11.
Research on Early Childhood Development	12.
Research on Family Systems Theory	13.
The Importance of Cultural Differences	13.
Motivation for Programs	14.
Section III Types of Intergenerational and Family Literacy Programs	15.
Adult Basic Education	16.
Libraries	19.
Family English Literacy	22.
Preschool and Elementary	25.
Section IV A Typology for Classification	29.
Section V Recommendations	34.
Bibliography	37.
Acknowledgements	40.
Appendix	42.
A. Adult Basic Education Programs	A
B. Library Family Literacy Programs	B
New York State, California, Massachusetts	
C. Family English Literacy Programs	C
D. Pre-School and Elementary School Programs	D

Abstract

This report is an overview of intergenerational and family literacy programs . Programs are in the first generation, are varied, and difficult to identify. This report is a sample of current practice: It is suspected that many programs are unreported. A full catalog of programs is beyond the scope of this paper.

Section I presents general background information and expectations for programs, describes the target populations, and briefly, program designs and administration.

Section II describes the research base and motivation which justify program development. It cites pressures of contemporary society, and specific research from the fields of adult and emergent literacy, cognitive science, early childhood education and family systems theory. The importance of cultural differences and the political appeal of programs is noted.

Section III details programs in four parallel but rarely convergent sectors: Adult Basic Education; Libraries; Family English Literacy; and Pre-School and Elementary Programs. Overviews, activities, and evaluation data are included.

Section IV presents a Typology for Classification of Intergenerational and Family Literacy programs based on two critical dimensions; Mode of Intervention (Direct or Indirect) and Target Population, (Adults; Children). Advantages and disadvantages of four program types are presented. Critical questions for systematic investigation are posed.

Section V includes Recommendations to support intergenerational and family programs. References and an Appendix of source material for programs in each sector are enclosed.

"I didn't know literacy would be so noisy!"

(quote from a professional librarian)

Section I Background and Overview

Introduction

Intergenerational and Family Literacy programs are organized efforts to improve the literacy of educationally disadvantaged parents and children through specially designed programs. They are based on the recognition that homes in which parents read and write tend to have children who also read and write. It is hoped that literacy development might be increased with "at risk" populations when family and extended family members are involved together: research from several sources, to be reviewed briefly, would seem to support this hope. Although there are many variations in program design, there is a basic idea: educationally disadvantaged parents and children can be viewed as a learning unit (Nickse,1985) and may benefit from shared literacy experiences.

This notion appeals to an audience of theorists, program designers, administrators, and policy makers, but at this early point in the work, the outcome is largely speculative: there is little evidence to date that it is true (Sticht,1988), but plenty of reason to persist (Sticht &McDonald,1989).

Background of Programs --The early development of, and surge in programs has been a grass roots movement, formalized at the Federal level within the last five years through several different legislative initiatives. The Family English Literacy Program is sponsored by the Office of Minority Education and Bilingual Languages Affairs (Title VII)and a variety of library literacy programs is sponsored through the Federal Libraries Service and Construction Act (Titles I and VI). Although there has been no specific priority, intergenerational and family literacy programs have also been supported through the Adult Education Act , Section #310 Special Projects.

Pioneering projects were developed and reported in the literature in Massachusetts (Nickse & Englander, 1985) and in Pennsylvania (Askov,et al, 1986). The State Legislature in Kentucky sponsored a comprehensive program (PACE) begun in 1986. With an 1989 start-up date, The Even Start legislation is a new initiative through the Elementary and Secondary Act (Title I) to encourage adult and child literacy development. It is funded at \$15 million, about one-third of the original request.

There is growing interest and activity in private organizations which have become involved,

or have plans to become involved, in intergenerational and family literacy programs. A source reports that Ser, Inc. a national organization for Hispanic people, has indicated that it will develop 111 Family Learning Centers across the United States (see Appendix C). The American Bar Association and the American Association of Retired People have indicated interest in developing projects. A private foundation, The Kenan Trust Family Literacy Project has funded 7 projects in North Carolina and in Louisville, Kentucky.

The movement toward intergenerational and family literacy programs is a small but growing one, with a collection of first generation programs located in several parallel, but rarely convergent, sectors. This paper discusses programs in four sectors:-- a limited overview as time and space permit -- and is not fully comprehensive, given the proliferation of programs. The programs surveyed are in : adult basic education; bilingual education; early childhood and elementary school education; and in city and county libraries. Balkanization of programs isolates them from each other to their detriment, since they have much to share as they break new ground -- the stronger programs bridge across areas , but it is often a difficult task.

Programs may be locally initiated and administered, some are sponsored by states through special legislation, others are federally sponsored--and a few are private sector funded and foundation supported. Most programs are service oriented and atheoretical, and run on a trial and error basis; only a few are experimental or demonstrations projects with an empirical focus. The programs are small, new, have different perspectives and goals, are in sectors with separate literatures. They respond to different Federal or organizational mandates, so it is difficult to locate information about them or to classify them, although this paper attempts to do so .

No one knows the exact number of programs in existence or in the design stage -- many more are in preparation for the Even Start Discretionary Grants program competition to be held this Spring (1989). In writing this paper, two needs were quickly identified : a national Clearinghouse to gather and disseminate information about family literacy programs , and a coordinated research effort to learn from them and increase their effectiveness .

Expectations for Intergenerational and Family Literacy Programs--Intergenerational and family literacy programs attract attention as a sensible idea because they seem "natural" to those of us who are readers. There is something immediately appealing about the ads that encourage us to read to and with kids. We remember the joy we felt when reading to them, and , as k'ids ourselves , in being read to by our own families. This natural appeal also lends itself to the notion that teaching literacy through reading to children is easy, that anyone can do it. This is potentially a problem.... not all who wish to be involved have the skills or temperament to be

effective , and all need supervision by professionals in adult basic education and reading (Nickse & Paratore,1988).

Less widely expressed is the short- term goal wished for by administrators-- that these combined programs may save money because they may be more effective and less expensive than the present dual system which teaches literacy to adults and children separately. Long-term goals for these programs include increased literacy for both groups, a break in the cycle of intergenerational and low literacy, and, additionally, separate goals for adults (ie., greater success in parenting, education, training and employment) and for children (ie., increased achievement in school, fewer drop outs, and a literate work force for the future).

Target Populations -- Targeted populations for intergenerational literacy programs include "at- risk" adults who are educationally disadvantaged and their families, newly literate adults , adult literacy students, teen parents and welfare families, and a few mothers in prisons. Parents of children in Head Start, Title XX , and Chapter I programs are also targeted for services. Programs recruit rural and urban participants.

Not all programs that are intergenerational are family programs. Some recognize that a variety of adult reading models can impact positively on children's reading activities and design programs this way. They may pair strangers (ie., Seniors citizens and /or literacy tutors) with children. Others, family literacy programs, recruit family (parents , grandparents) or extended family members (aunts , uncles , caretakers, friends) to read to and with kids. Since research points to mothers' special importance in the development of literacy (Kirsch, 1986 ; Sticht, 1989) some programs target only mothers. This practice may be less effective in the long run than is anticipated (Walker & Crocker, 1988).

Adult participants range in age from teenagers to grandmothers, and the children involved from birth to middle school age. Recruitment sometimes targets specific dyads; for example, low -literate Chapter I parents and their children,(Nickse & Paratore, 1988); or mothers without high school diplomas with preschoolers-- 3 or 4-year old children (PACE,1988).

Program Design and Administration --Programs are designed to meet individual, family , and community needs and resources, and so vary on a number of key dimensions which will be described in this report. Family literacy programs are being developed by many groups independent of each other, are rooted in different networks, and located in diverse settings; for example, in adult basic education and literacy programs, early childhood centers and elementary schools, and in prisons, libraries and community centers . Specially designed Family Learning Centers represent a new kind of facility for housing dual programs for adults and children (Nickse,1989). Some programs involve collaborations with several agencies in

partnerships. They are funded by both the public and private sector, through legislation at the federal and state level, through special projects monies and "seed grants", and from foundation sources. Programs are often funded (1) at a low level and (2) for short time periods, ie., twelve months; two conditions which jeopardize their long-term success.

Intergenerational and family programs are varied in design on several dimensions, yet most share a philosophy, conscious or not, that literacy improvement is best accomplished through a shared social process; this notion is strongly supported by research. In local programs, this theoretical concept emerges in practice in techniques that stress interaction; for example, paired reading, read-alongs and story hours, peer group discussions of reading with practice, and a variety of other socially oriented techniques.

Within this framework, program activities range on a continuum from a simple focus on building enjoyment for reading to complex academic objectives which include direct instruction in literacy, for example, adult basic reading for parents and pre-reading activities for children. Other academic or functional skills topics are also taught, along with a variety of individual and family related educational goals. These include teaching technical skills for improved writing, nutrition, parenting and child development, computer skills, and encouragement for positive changes in attitudes and values toward reading, schools, and education.

They also may encourage parent involvement in education for self and children, and provide help for parents as they move towards literacy, with its concomitant increase in self-esteem and added responsibilities. Steps toward literacy involve sensitive psychological and behavioral changes that may contradict longheld family and community values; the dark side to becoming literate that is seldom mentioned. Good programs are aware of this contradiction and use counseling and group discussion to help ameliorate this often painful outcome. Despite this downside, the programs have ambitious goals, and are critically important, as the latest report on adult literacy points out (Chisman, 1988).

SUMMARY

Intergenerational and family literacy programs are developed to increase the literacy of educationally disadvantaged adults and their pre-school and school aged children. Expected outcomes include (for parents) greater success in parenting, education, training, and employment; and (for children), increased achievement in school, fewer dropouts, and a literate work force for the future. While there is strong theoretical evidence to support their effectiveness, there is only modest empirical evidence to date that these outcomes are valid.

Programs are varied in administration and design , are in the first generation and are sponsored by a variety of different initiatives; thus, they are difficult to identify.

Section II Research Base and Motivation for Intergenerational and Family Literacy Programs

THE RESEARCH BASE

The Pressures of Contemporary Society--Educational changes are often slow to be adopted; yet the idea of intergenerational and family programs seems to have had a rapid acceptance in several sectors due to a combination of issues which confront us as a nation. These include growing concerns for: the improvement of adult literacy; young children's and teens school success; the health and stability of families; the strength and cohesion of communities, and the economic health , competitiveness, and preservation of our standard of living . Although threats to these areas seem constant (Grubb & Lazerson, 1982) , the search for solutions is evermore frantic. Together, these concerns form a core of challenges that is multi-faceted, complex, and interrelated. While our common approach has been to address each separately and one at a time, through various agencies with specialized functions, this strategy may need rethinking. There is evidence that interventions aimed at discrete age groups (children ; youth ; and adults) show little or no gains in cognitive development that sustain over time (Sticht & McDonald, 1989). We need to profit from these past experiments, not replicate them in the framework of family literacy.

There is a small movement in local service delivery toward a more wholistic organization of services to beleaguered families, evidence of cooperation and collaboration not frequently paralleled in agencies at the state or federal levels. Intergenerational and family literacy programs can provide a vehicle for more coordinated policy and practices in the service of educationally and economically disadvantaged citizens as we seek to find solutions to these and other pressing concerns . However, comprehensive programs are not necessarily quicker or less expensive despite our fervent wishes to get "bigger bangs for the bucks" ; perhaps they will be more effective . There are few quick fixes or really cheap ways out-- this seems painfully clear.

While there is little evidence to date to support the benefits of family literacy programs because research based programs are few , there are modest and positive effects reported in the new literature on them now being published. These findings are based on relatively unsophisticated evaluations from a limited number of programs--one of the problems faced by

this investigator in determining program impact . Yet the genesis of the programs springs from a substantial base of research from the diverse fields of reading, cognitive science, and child development. The following section gives an overview of the contributions of these broad areas to justify the development of carefully designed intergenerational and family literacy programs. Research on Adult Literacy Education--The need to improve adult literacy is well known. It is documented in books (Harman, 1987; Kozol, 1985); in survey research (Kirsch, 1989); in reviews of literature (Sticht, 1989); and reviews of practice (Fingeret, 1984); in resource books (French, 1988); in newsletters (Business Council for Effective Literacy, 1986-1989); and in countless articles and the popular press. Unfortunately, years of neglect and fragmented responsibility at the Federal level have left adult basic education struggling for resources and for professional status. Now, when the need for both service and research is greatest, the national "system" for adult literacy education is found to be what it is, a cottage industry, with no strong research base.

Chisman (1989) points to the crude state of our knowledge of effective adult literacy instruction and administration, and offers a plan for Federal leadership to rectify this . He describes the adult literacy knowledge base as sparse ,and the field of basic skills education as "institutionally and politically weak and fragmented."

In the absence of substantive empirical evidence on how adults learn to read, there are persistent efforts , often by experts in the children's reading field, to extrapolate from the known (research on children's literacy development) to the unknown (adult literacy development). The most comprehensive review of adult literacy education to date has been reported this month (Sticht, 1989). While his report also decries the abject state of adult literacy education, it also offers a very useful review of research in adult reading development . Sticht states:

" .. history ... reveals a 'crisis mentality' toward the literacy education of adults that has hindered the development of a cadre of professionals trained in adult literacy education and a body of research-based knowledge about the development of literacy in adulthood . Too often understandings of literacy education derived from experience with children in elementary schools are applied to the literacy education of adults , with disastrous effects. "

These include misidentification of adult literacy skills and the development of programs inappropriate for adults ' life context. Research, policy and practice , now decidedly different and separate , should bring together adults and children's literacy development, and seek some

unified theory of cognitive growth for both adults and children (Sticht, 1989).

While we may not know yet how best to teach adults to read, there is evidence that intergenerational and family programs retain adult students longer (Nickse, 1988; Heathington, et al., 1984). This finding is encouraging, for adult new readers need extensive instruction and practice if skill levels are to be increased to an effective literacy level: some say 12th grade. For low literate adults, this may take 6-8 years or more of intense, professionally supervised instruction. If the motivation to improve literacy is increased by dual programs, retention of both adults and children in educational programs may increase "time on task" and therefore, have a positive impact on measures of success.

Research on Emergent Literacy -- Research in emergent literacy establishes the importance of literate parents in the development of children's literacy. If parents are not literate for their own sake, there is much evidence that they need a degree of literacy for their children's achievement-- the more, presumably, the better. "Emergent literacy" represents a new perspective which stresses that legitimate, conceptual, developmental literacy is occurring during the first years of a child's life (Teale, & Sulzby, 1986). A recent review (Mason & Allen, 1987) examines the current knowledge of emergent literacy and integrates it with more traditional studies on reading acquisition, with implications for research and practice in reading.

Emergent literacy studies oral language, story-listening comprehension and error patterns in early attempts to read and write. A less narrow focus than analysis of letter and word recognition, it also involves tracing community and home influences on reading and writing. Briefly, the importance of the social context of literacy is emphasized, noting that the value of literacy is not the same for all members of a society. "Family characteristics, including academic guidance, attitude towards education, aspirations of parent for child, conversations in the home, reading materials and cultural activities, contribute more directly to early reading achievement and account for considerably more variance than socioeconomic status" (Mason & Allen, 1987).

There is much evidence that the ways children learn about language and books are embedded in family communication patterns; that parent-child literacy events in middle class homes include structured interactions with questioning, comments about the children's experience and labeling. Preschoolers enjoy bedtime stories, read cereal boxes, stop signs, ads, sing alphabet songs, and experience a variety of opportunities to use language in interaction with adults. In working class black and white homes, parent-child literacy events are less frequent, or absent, with other forms of verbal behavior the norm. These forms are dissimilar from the "school literacy" the children experience and are expected to know when they begin formal education;

they are unprepared at the start to cope with it, having learned a different kind of literacy at home and in their communities (Heath, 1983).

Thus, the social context of literacy in the interaction between children and adults, in homes and communities has a profound and early impact on children's early literacy development. Intervention now for prevention later, is the guiding theme from this research. This is why pre-school family literacy projects are so important for families in communities where "school type literacies" are either unknown, or undervalued and not practiced. Unfortunately, there are few of these in existence. (Dickinson, 1988; Sticht & McDonald, 1989).

Research on Parent's Roles in Children's Literacy Development--Not only are the home and community environment important to developing literacy, but parents play specific roles in children's literacy development. Parents are children's first teachers. Additionally, research evidence supports at least four areas where they affect children's reading achievement. Parents create a literacy-rich environment supplied with books and everyday materials; share reading and writing activities; as reading models, daily exhibit the naturalness of literacy in their own lives; and demonstrate positive attitudes toward education (Nickse et al, 1988).

Compelling too is the evidence that parents' educational level, particularly mothers', is related to children's school achievement. Children's performance on various literacy tests across age groups (from 9-25 years) and across ethnic groups (black, white, and Hispanic) confirms the importance of parents' and especially mothers', education level (Sticht, 1988). In many ways then, parents' own literacy achievement is critical to that of their children's-- in middle class homes these are such normal behaviors and attitudes we are all but unconscious of them, they are embedded as routine in our lives. Low literate, poor parents for a variety of economic, social and educational reasons, have a more difficult time in establishing these conditions for their children -- intergenerational and family literacy programs can help.

Research from Cognitive Science-- In the skeins of research I note which have implications for the value of intergenerational and family literacy programs, research from the area of cognitive science is potentially of most profit, and least well known. The impressive case for this perspective and its direct relationship to the development of intergenerational educational programs is argued provocatively by Sticht and McDonald (1989). A multidisciplinary and relatively new area of science, it changes and increases our understanding of how learning takes place. More widely understood and practiced, it seems promising as a major component in the design of effective educational interventions.

Cognitive science aids understandings of the interaction of both knowledge and context in the facilitation of learning and its transfer to other settings. It posits that knowledge and

information-processing skills are socially developed and distributed within society ' out of school; and that cognitive ability is shaped significantly by the culture and s which the child is born and reared. Social groups direct the cognitive development of n through values placed on the learning of skills, and provide the motivation for kinds of learning valued by them. The value of school-based, formal education, and individuals' success in acquiring it, it follows, is a product of the belief system of the group. While the importance of individuals' intellectual inheritance is not overlooked, individual achievement can be inhibited or enhanced by these external factors. The group itself can embrace new values, thus passing them on to their children. However, culture is an important limiting factor in behavioral malleability, according to Slaughter (1988), and human beings change slowly. Program planners and evaluators must work with this knowledge, and with respect for both families and traditions.

Within this framework, Sticht & McDonald (1989) present three themes that reflect understandings of the minimal success of previous educational interventions and the promise of future programs based in cognitive science: a need to attend to the cross-generational consequences of programs; a need to recognize and incorporate the social nature of cognitive development; and a need to attend to the contexts in which programs are implemented and evaluated. These themes have direct impact on understanding the necessity for diverse family literacy programs, and the importance of the use of non-school, social networks in homes, communities, and worksites.

Research from Early Childhood Development-- Dickinson (1988) cites studies in several topic areas on the value of parent involvement in schools, on effective child rearing patterns, on paired reading experiments in England (particularly the work of Tizard and the Haringey project) and the links to children's school achievement .

Dickinson reports studies that note the difficulties in getting parents to change their belief systems (conceptual changes) and to think and act in new ways about child development. A further problem is getting parents to continue positive behaviors once taught them, and to help them develop new strategies that are age-appropriate as their children grow. Effective family literacy programs can teach specific behaviors while providing the rationale for them, which seems an effective technique. However, it appears that long term interventions may be necessary to make new behaviors and attitudes stick.

Multi-component strategies, those that initiate a wide range of activities for adults and children , seem to have the most significant effects on children's progress. Impediments to parent involvement include structural tensions around the roles of teacher and mother

--stereotypes that interfere with learning, and conflicts around power relationships between parents and educators.

Regarding evaluations of program success, Dickinson and others (Weiss & Jacobs, 1988) warn of the problem of identifying relationships between program-induced maternal behaviors and child outcomes, and the difficulty of establishing causal relationships, a caution to be noted when evaluation of family literacy programs is undertaken.

Research from Family Systems Theory--Another area of research germane to family and intergenerational literacy programs is that of family systems theory. The following concepts are taken from an article by Walker & Crocker (1988). From this perspective, the family system is defined as any social unit with which an individual is intimately involved, unlimited by generational or physical boundaries. Families are governed by sets of family rules, spoken or unspoken, that are unique to each. A primary objective is maintaining the stability (homeostasis) of the family unit (thus the difficulty of changing family literacy behaviors) and the idea of recursive causality. This means that children shape family life and influence parental behaviors at least as much as the family influences children.

Further, families exist in context of neighborhoods, communities and religious groups; relationships with these systems will affect the family's response to a program intervention. Many programs which serve "families" are designed only for children and mothers. This focus on a subset of the family reduces the likelihood of success. While it is not always practical to include all family members (ie., fathers, elders) in an intervention, administrators need to be aware of the degree to which program's goals are consistent with the values of others in the "family". Without a contextualized approach, individual family members' progress can be undermined by others.

This fact probably has a lot to do with the high attrition rate from adult basic education; attendance may be disparaged, even forbidden, by influential family members. For family literacy programs, the implications are clear-- the more members involved the better. Specific events -- pot luck dinners, family parties and outings, must be part of programming for effectiveness.

The Importance of Cultural Differences-- Since many intergenerational and family programs serve minorities, Black, Hispanic and Asian, insights into the particular challenges of working with families who are culturally different are critical to program success. Slaughter (1988) writes specifically about programs for Black families -- "Too often we have not asked ourselves what we know, historically and culturally, about the families we intend to serve and what we

need to know in order to design programs effectively for them. At best, we have relied on a few informants in the immediate community rather than conducting systematic studies..... about the group." This admonition applies as well to work with Hispanic and Asian families.

American families are more diverse than uniform in their content, structure and organization. Since this diversity is tolerated and supported by national policy, indeed is one of the country's strengths, we need to work harder to know more of the specifics about the communities and neighborhoods that are home to our program participants.

Slaughter and others (Weiss, 1988) urge a cultural-ecological mode for family support programs; this perspective should guide family literacy programs as well. Culturally consonant intergenerational and family programs are the ideal. While some family literacy programs are sensitive to cultural differences, others try to overlook or ignore them, possibly to both individuals' and the program's detriment. Such ignorance may contribute to high drop out from traditional adult literacy programs, estimated at between 30 and 50% (Balmuth, 1986).

MOTIVATIONS FOR FAMILY LITERACY PROGRAMS

Common Assumptions-- There is something appealing about the idea of adults and children reading together. It makes good common sense. It seems as though it should work -- it worked for us and our children, who are all readers, right? The notion that people should read, and furthermore enjoy it, and hold positive attitudes about literacy are common-- it is assumed by the middle class, a niche occupied by most educational program designers, that these are shared behaviors and values, common across cultures. Only recently have we begun to learn that this is not so true. There are several mitigating factors.

First, adults with low literacy development have not the technical skills for literacy; some do not know that reading to children, modeling reading behaviors, and encouraging reading is good for children and appropriate parental behavior; others cannot afford books, and do not frequent libraries. (Nickse & Englander, 1985). Second, in homes where poor economic and health conditions prevail or homelessness is a factor, where instabilities caused by extreme burdens of social and economic problems intrude, reading to children is neither a habit nor a priority. All programs designed to increase family literacy have to be aware that literacy is often an economic problem as well as an educational challenge, and that in the pantheon of priorities, adequate housing, nutrition and adequate income directly effects the ability to, or the interest in learning. No matter how carefully crafted, the success of intergenerational and family literacy programs is offset by persistent poverty (Rodriguez, 1988).

Political Appeal -- The political appeal of intergenerational and family programs is evident at the federal, state and local levels because the family is the focus of substantial concern at each level. Debates about the nature of American families from both moderates and conservatives cite family breakdowns linked to a glut of social pathologies: child abuse, juvenile delinquency, teen-age pregnancy, illiteracy, and a diminished work ethic (Grubb & Lazerson, 1982).

The central dilemma is, according to these authors, if the state must assume some responsibilities for children, how can it discharge these ...when childrearing is still considered a private responsibility? The question is relevant to our topic because it underlines a critical issue in the design of dual literacy programs. How can professionals enhance the well-being of families and children without diluting parental control and contributing to feelings of powerlessness? Further, how can program designers of intergenerational and family literacy programs respect cultural differences while changing them through improved literacy?

Weiss (1988) writes that the political climate is changing from wariness and reluctance about getting involved with so-called "family business" to the support of preventative interaction. Concern about the family is the subject of general debates, and in more specific discussions about the role of family in welfare and education reform, and abuse and neglect prevention efforts. Carefully contoured and evaluated intergenerational and family literacy programs may be a means to prevent the cycle of intergenerational illiteracy, and one key element in ameliorating family stress.

SUMMARY

This section of the report has documented the research base and motivations for developing intergenerational and family literacy programs. Theoretical justification for programs is strong and they have both commonsense and political appeal. However, there is little empirical evidence to document they might work as expectations anticipate because programs are new. They represent an opportunity to use the accumulated knowledge from several fields and to converge studies from many disciplines.

The following section will present information about family literacy programs in four sectors, including program overviews, specific activities in support of literacy, the impact of programs, and the challenges programs confront.

Section III Types of Intergenerational and Family Literacy Programs

Because the programs exist in separate sectors, a brief outline of each will be sketched,

followed by a discussion of the dimensions on which the programs vary. The material in this Section is extrapolated by the investigator from written materials and reports which are attached in the Appendix. The information was elaborated upon in telephone conversations with key sources working in the area of intergenerational and family literacy.

Adult Basic Education Intergenerational and Family Literacy Programs

The programs developed through adult basic education are primarily funded through the Special Projects section of the Federal Adult Education Act, administered by competitive grants through the states. According to the Division of Adult Education at the U.S. Department of Education, in July 1988, there were 14 Special Projects identified as Family Literacy Projects (see Appendix A). They were developed by adult educators in response to the need to "break the cycle of intergenerational illiteracy." Each is designed to meet local needs; no level of funding is reported.

Program Overview-- Generally, parents are offered instruction in basic skills and parenting. A program may enroll parents during the day, or in the evening if they are employed. Children may also receive instruction (but not always). Sometimes they are instructed separately by an early childhood specialist; they also may spend time with their parents and program staff to enhance communication and interaction. Parents served are in need of basic skills instruction, may be receiving public assistance, are or may be parents of Head Start or Chapter I children, may be refugee families; and have pre-school or young school-aged children. Cooperation between adult educators and early childhood educators is considered very important for effective service; programs may be collaborative with other agencies i.e., public schools, libraries, some with universities.

Activities include: Each program offers some, but not all of the following activities: basic skills instruction in ABE/ESL for parents; tutor/child/parent activities; special family events, such as story telling, read-alongs, book talks, family computer mornings; tutoring for parents; special family literacy curriculum development, including manuals, video tapes, and parent packs; side-by-side learning for parents and children; same-site learning for parents and children; whole language family English learning; parenting; home aides visits; parent/child field trips; distribution of home reading materials; book giveaways; training of parents in pre-reading skills to use with their children; training of volunteers; computer literacy instruction; writing projects; minicourses for parents in a variety of topics; GED instruction; parent training in school-related reading materials; parent training in selecting and reading

children's books; parent training in coping with school -related problems of children; bookmaking; family parties; special film and video showings; establishment of book and toy-lending collections; creation of new sites for family learning; staff training in family literacy techniques; collaboration with other agencies; stipends to participants to purchase materials for children; travel stipend to story series; maternal /child health services; tenants' rights; child care: and new parents classes.

Impact of Programs--The Abstracts from which this material was taken did not report numbers of participants or any assessment data, making it impossible to evaluate the impact of most programs from this list. However, several family programs sponsored by adult basic education have been experimental and have reported modest but positive results in parents' achievement, program retention, and children's school achievement. There are positive indications that programs can modify the literacy skills of parents and change attitudes and school performance of their children.

Using a specially designed computer reading program, both parents of Chapter I children and the children themselves benefitted from the intergenerational program (Askov, et al, 1986). In another study, Chapter I parents, in a program using trained college work study students as tutors, improved scores on a standardized reading test which emphasized parents' progress in reading and suggested parent /child participation in literacy events in the home. Program retention of parents was about 75% , attributed to the focus on families (Nickse, et al,1988). Children of the participants showed no significant gains in reading but anecdotal evidence from parents suggests that they benefitted indirectly (Nickse & Paratore,1988).

A specially developed, experimental, university -based Family Learning Center storefront site attracted participants .Daily ABE/ESL instruction was offered and weekend family literacy events (sponsored by the Boston Public Library) helped increase the Center's participation to more than 80 adults, a majority of them parents, in its first 10 months (Nickse, 1989). In an earlier study using Reading Rainbow books and audiotapes and specially designed activities based on the books, adults were found to enjoy reading books to children with common themes that appealed to both adult and child, while reading fantasy or nonsense books had little appeal. Viewing television segments from the series ,thought to improve motivation by providing an effective reading model for parents,interested them little . Adults attending twice-weekly literacy tutoring thought watching television a waste of precious time (Nickse & Englander, 1985; Nickse,1989).

The PACE program in Kentucky reports preliminary assessment results from a first year. Retention was above average, over 75% of parents and children completed at least one program

cycle; parents' communications with schools improved; and over 50% of adults received the GED (PACE,undated).

As a result of participation in the Parents' Readers Program, Handel and Goldsmith report more home use of books, and increased use of the library. Adult participants who are parents and also attending college improved their own reading as measured by a criterion based test (Handel and Goldsmith,1988). Results from the Kenan Trust Family Literacy programs (Darling,1989) suggest a variety of positive outcomes for both parents and children involved in this intensive intervention. Community based programs report interest and enthusiasm for materials developed especially to aid new families with developing literacy (PLAN,1989).

Challenges -- . This investigator has five years' experience in the design and administration of intergenerational and family literacy programs and contributes the following "challenges" or problems confronted in developing them (Nickse & Paratore,1988; Nickse, 1989): the problem of getting adequate funding-- short term funding endangers program and staff continuity which is especially important in developing trust with families; difficulties in establishing collaborations with other agencies, especially the public schools; difficulties in the recruitment of parent participants to enter a family literacy program; family mobility and drop-out; erratic attendance of adult participants; need for counseling services for parents; need to develop dual instructional programs for adults and children; recruitment of staff that has both early childhood and adult basic education background; need for on-going staff development in family literacy techniques; need for dual sets of materials for instruction and a children's book collection ; need for appropriate site for services to parents and children; evaluation problems; funding constraints by agencies who support either adults' or childrens' literacy development, but not both (ie., Welfare); need to define roles of volunteers in family literacy programs ; and the need for a mechanism to share experiences and ideas with others.

These are some of the primary challenges in establishing family literacy programs .The most severe is the problem of recruitment. Programs designed to aid family literacy have to create a new market for a new service. This takes persistence, perseverance and maybe, low expectations for the initial year. It is a cause for staff discouragement . While enthusiasm for family literacy programs runs high, there is a worry about false expectations. There are tales of "customer resistance" from several well-designed programs geared up and waiting for parent participation . An explanation tendered is that parents believe that they are good parents, thus they don't need "parenting." Other ABE programs lament the difficulty in establishing collaborations with Chapter I teachers in schools and report exclusion from Even Start planning meetings. Still another concern is that some programs "cream" the most educationally able

parents rather than those least literate, a much more difficult population to reach.

These challenges are not necessarily peculiar to family literacy programs administered by adult education programs; they are related to the problems of dual service delivery to parents and children, which is a new approach to literacy development. Pioneering experimental projects like Collaborations for Literacy/ Family Learning Center (Nickse, 1985-1988) broke new ground and operated early programs by trial and error, learning along the way. This will be characteristic of family literacy programs since they are in their infancy and are quite isolated from each other. Without a system in place for technical assistance, re-inventing the wheel is a common and costly experience. There must be variations in service to appeal to a broad group of adults and children. The challenge is to improve program effectiveness while preserving the variety.

Library Intergenerational/Family Literacy Programs.

"I never met a person who couldn't read"

"I never realized that literacy would be so loud"

Quotes from professional librarians

Since 1986, the Federal Library Services and Construction Act (LSCA) provides approximately \$5 million yearly to states for local literacy programs; some states provide additional monies. Local programs can be funded directly under LSCA Title VI. LSCA Title I monies are given to the states and then distributed in a competitive grants program. The American Library Association has taken a leadership role in literacy efforts at the national level and state literacy consultants have a major role in facilitating this agenda. Coordination is needed to encourage and support effective intergenerational and family literacy such as that in Massachusetts (Quezada, 1989); California (Kiley, 1989); and New York (Sherer, 1989).

Program Overview-- Under the Library Act, several states have developed strong programs in support of adult and family literacy, notably California (21 programs in 1989 in its Families for Literacy Program) and New York State (17 programs in 52 counties) involved in its Family Reading Program). Massachusetts funded one of the first programs for incarcerated mothers encouraging them to read to their children. This state now has four family literacy programs. Special projects, not called literacy programs, also offer parenting programs that seek to assist in the development of reading enjoyment.

The traditional role of libraries has been to nurture and foster reading, and to maintain book collections of interest and use to the community. Effective libraries have often had collaborations with public schools, have employed children's librarians who conducted story hours and have had special children's areas. Unfortunately, libraries have been frequented most by readers, and have not attracted low literate parents and their children, nor have staff been trained to work with low literate or culturally different families. As neighborhoods have changed, impacted by immigration, some libraries are in danger of becoming out-of-step with communities they have served; present programs involved with intergenerational /family literacy often recognize this and attempt to overcome these barriers in several ways (Quezada,1989).

Activities -Libraries are involved in providing sites and literacy classes for adults (including reading and writing programs); training for volunteer literacy tutors; family and children's hours; special book collections for adult new readers; and parenting collections. Some provide audiovisual materials: a few have computers available to help literacy development. In addition libraries provide publicity in support of literacy. Particular programs offer a range of activities which include lap -sits; Read-Alouds; Read-In /Sleepovers; book talks, and provision of booklists; parenting; suggested reading materials; meetings about learning and reading skills; and programs by authors and storytellers. A few act as referral and awareness centers for family agency services. Some reach out to parents with kids from 6 months up and to young parents from 14-29.(New York State Library, 1988); others involve Senior citizens reading to children.They all encourage library memberships for adults and children.

Impact of Programs -- The effects of these activities are seldom rigorously evaluated .In some cases, little more than attendance is noted; some anecdotal evidence is collected. Evaluation in terms of effectiveness of services has not been the objective of library programs; rather, they are accustomed to simple assessments of users preferences. Complicated evaluations require special expertise not routinely found in library settings, so the lack of data about family literacy programs is understandable . Also, libraries rely heavily on volunteers to conduct programs, further complicating the task of data collection, for volunteers most often want to be involved in a reading relationship with adults and children. Few wish to, or have the skills to, become involved with evaluation. An exception may be the California library programs which will be evaluated with a new assessment tool called the California Adult Learning Progress questionnaire, developed to evaluate library adult literacy programs . Results will be available in the summer of 1989.

The New York State Family Reading Project (Nov.'87-Sept.'88) shares some impressive

descriptive results (Sherer, 1989, see Appendix B). Seventeen projects were funded with Federal LSCA monies; 107 libraries in 52 counties were involved. Participating libraries had service areas which serve millions (Queens, NY-urban setting) to the tiniest serving a population of 396 persons (Barrzeld Free Library, Utica- rural setting). Altogether, over 220,000 persons attended Family Literacy events; more than 1293 hours of special programming around family literacy attracted 40,000 adults and children. The project was targeted at families with children under eight years. While only five libraries reapplied for funds this year (several found local funding sources), Sherer considers the project a big success by the following measures.

Indicators of success include: increased service and memberships to populations of low, or illiterate families; enriched children's book collections; new users among poor and minorities attracted to the library; increased book circulation (170% in one community!); increased awareness among library staff of families with low literacy; and first attempts by some libraries to offer special programming. It is hoped that the success of the project will result in state statutory funding to sustain the program as an integral item in the state library budget.

While it appears that little harm can be done and that reading enjoyment is promoted by these programs, there is evidence in the literature that at least two of the strategies mentioned earlier may be ineffective. Lacey (1988) notes that adults reading to children can turn kids off if poorly done. Further, some programs promote read aloud contracts asking parents to pledge to read to children a minimum of 3 times or 30 minutes a week which can be an unrealistic expectation for those with little tradition of family reading, skill to do this, or books at home to use. (Nickse, et al, 1988). Another feature of these programs is their brevity: these are programs that extend literacy services once or twice a week or on weekends, and lack the intensity of daily practice in literacy. Additionally, many are short term projects funded for 12 months; too little time to develop, let alone institutionalize, a new agenda. Programs wishing to develop family literacy programs need sustained support for this mission and these activities--three year grants seem reasonable, with yearly performance reviews.

Challenges -- Challenges faced by libraries in operating programs of this type include the need for new kinds of collaborations, for example, with adult learning centers, ABE programs, public schools, community agencies, universities and colleges. One model for an effective collaboration is described (Nickse, 1985; 1988). Further, new kinds of staffing and different training for librarians are needed to develop the expertise in children's and adult literacy and in understanding issues related to poverty and cultural differences of new library members. Programs aimed toward "at risk" families, newly literate adults, adult literacy students, teen

parents and educationally disadvantaged families have special staff needs as they both recruit new target populations (i.e., Chapter 1 parents) and conduct programs for them . Consultants, working in interdisciplinary teams, can assist in the development and supervision of effective programs since employing a group of specialists at the libraries is not feasible.

Recruitment of new library users takes effort and persistence--librarians can no longer sit and wait for booklovers to use their services, but must use marketing and outreach strategies . Finally, as libraries expand their roles and services in support of literacy , the physical sites need to be reorganized for adult/child programming. (Nickse & Paratore,1988; Quezada,1989).

While all in the community can benefit from opportunities to improve literacy, care must be used so that outreach efforts recruit those new readers for whom the library is a new experience and resource--those who are in most need. It will take time to build this new constituency which are often frightened and suspicious of libraries. It is not easy to reshape the image of the library as a egalitarian community resource that serves many populations- -including the low literate , latchkey children and the poor. It entails a new vision of the local library as part of a network of informal, community educational services -- credit and aid must go to those who make this vision operational, especially in a time of scarce resources. Library programs should continue and expand, despite these difficulties, since they can be a valuable form of indirect intervention in support of literacy. They are part of the non-school social networks where cognitive development can be encouraged (Sticht & McDonald,1989).

A source mentioned that library literacy programs transform the perspectives of librarians, causing them to see themselves as providing "customer service." All librarian staff must realize that the first moment(when a new family enters the library) is important... if there is no genuine welcome, the adults leave. For this reason, family literacy programs in California have on-going training with all staff (Kiley,1989).

Family English Literacy Programs

The next section briefly describes a Federal program that serves non native speaking families in a special effort to advance literacy with this particularly important group .Recent immigration has markedly increased the number of adults and children needing English language services. The opportunity for limited English proficient (LEP) children to practice English at home is greatly diminished when the home language is not English, which in turn, affects their school achievement . Frequently, recent arrivals are adults who may be older

siblings or relatives--they act as caretakers in the absence of parents. When the families are reunited, the children often act as translators for their parents, leaving little incentive for parents to learn to speak and write English (Kaiser & Gonzalez, undated) .This reduces the parents' opportunity to access job training programs and employment.

The need for Family English literacy programs seems clear, given the enormous pressures on ESL in adult basic education in the past five years. A caution need be observed: there is evidence that non-native speaking homes are not all low literate, nor are their home environments not supportive of literacy (Nash, 1987). This means that different techniques and approaches will be used. Again, the need to understand the population being served is critical to effective programming in family as well as adult literacy education.

Program Overview--An early sponsor of intergenerational projects are those supported by the Family English Literacy Programs, begun in FY 1985 under the aegis of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education . The Act provides grants to local educational agencies, institutions of higher education, and private non -profit organizations. The primary purpose of OBEMLA is to serve children: The Family English Literacy program is focused, however, on non -native adult speakers . The purpose of the awards is to establish, operate and improve family English literacy programs, and to promote English literacy by helping parents help their children. Presently, there are 35 programs in 15 states and 3 territories , serving about 7,000 persons , with 23 language groups represented.

A Project Directory is available which describes each program and its particular objectives . (Mahoney, 1989; see Appendix C). Among the program descriptions in this list ,only 2 of the 35 mention parent/child activities; 19 mention parenting as an objective. A more detailed report would identify the philosophies and methods used , and the meaning of "Family English Literacy" in the context of these programs. It is not clear whether adults and children receive services at the same time individually, or together at any time.

The projects are targeted at parents and their children who are currently receiving services through Title VII; they are primarily in grades K-12. Grants are made for a maximum of 36 months, the average grant for one year is about \$150,00. Nineteen programs are in the first year of three -year funding, 16 are in the third year and can apply for refunding. Grants are administered by LEA'S, institutions, and non-profit agencies . Collaborations are encouraged at the local level, and stress Adult Basic Education partnerships since much expertise in literacy development is offered by these providers: duplication of effort is avoided.

Activities--Programs meet local needs and not all offer each activity. Here's a sample of topics :

adult literacy including ABE and ESL Instruction; parenting; acculturation; computer literacy; instructional TV; informal training sessions; collaborations with other agencies, ie., libraries; survival skills; competency based instruction; community outreach; writing projects; counseling and referral; curriculum development; vocational training; pre-school and parent child activities; home tutoring; and ethnographic studies.

Impact of Programs-- These programs are in their early stages -- the oldest is three years old . Refunding of existing projects is expected and applications for new awards, estimated at about 16 in the \$100,000 to 150,000 range, are due this February. No formal evaluation of programs has begun. As with many new programs, premature evaluation is to be avoided. Progress reports during the grant period, and summative evaluations at the end of the grant are required (Mahoney,1989).

The difficulty of evaluating adult/child programs has been mentioned before. Evaluating family interactions and the multiple effects on adults and children test our present repertoire of techniques.(Weiss & Jacobs,1988). While some success is reported using time series and cohort studies with baseline data, case studies and ethnographic approaches are needed at this early phase in the work. As the need for more formal evaluations develops, specifications must be carefully done by those familiar with the sensitivity and difficulty of measurement in family interactions as well as literacy development.

Challenges-- Mahoney notes that many participants have limited formal schooling and also need to learn how to parent. Sensitivity to cultural differences and to family dynamics is an important aspect of program implementation. For effectiveness, preference is for small-scale micro programs, carefully tailored to particular participant requirements. Materials development has been a low priority ; programs use existing materials, and little emphasis has been put on the creation of how to do it manuals. The goal has been the creation of holistic programs requiring cooperation between LEA's (schools) with their natural advantages (teachers, curriculum in place and access to non-English speaking families), and the community agencies needed to support family literacy programs.

Partnerships are encouraged at the local level. In some cases where such cooperation has been built up over several years, this is a natural alliance. Frequently these are new partnerships , difficult to forge for a variety of reasons related to turf and habit, and such collaborations are time consuming to initiate and maintain. Without such linkages, however, family oriented programs become fragmented and lose some of their potential power.

Problems are similar to those confronted by ABE programs: difficulty in recruitment, danger of premature drop out; and mobility of families. Too, the concept of family programs to

aid in literacy development is uncharted; techniques and strategies must be worked out -- false starts will occur. Any idea that these are "quick fix" programs is soon dispelled by the realities of implementing model programs. Key to the success of these efforts are the bridges built between the schools and the communities. This interface is traditionally the subject of a great deal of discussion but often not enough real involvement.

Programs under this auspice have much to share with others doing similar family programs in other sectors. Not only is collaboration across programs at the local level important, so is that of Program Officers at the Federal level with responsibilities for family literacy programs. The knowledge base, pretty slim at present, will benefit from this exchange.

Pre-School / and Elementary School Programs.

Another sector which seems a natural one in which to conduct intergenerational and family literacy programs is that of preschool education for small children and elementary programs for school aged children. In fact, there are few such programs identified at the present. Fortunately, Dickinson (1988) has just completed an excellent analysis of programs in this sector (with the same difficulties confronted by this investigator). The following description leans heavily on his monograph which is currently being prepared for publication. Dickinson reviewed program descriptions of over 500 programs designed to help parents (Parent Support Programs). He selected programs that appeared to support literacy of children; that included children between the ages of three and early adolescence; and were not aimed at the handicapped. He identifies and profiles about 40 programs that help parents of preschool and elementary school- aged children support their children's literacy development; only one-fifth are "intergenerational" (see Appendix D).

Programs that involve parents in support of children's literacy do not necessarily teach reading directly to parents or help parents improve their own literacy skills. Dickinson classified programs on two dimensions :

(1) program type (parent ed; tutorial; paired reading; television; enrichment for children; staff development); and (2) by age (15 are Pre-school; 15 are Elementary; 7 are Mixed ages; and 3 are Staff Development).

Dickinson's analysis defines "intergenerational" as "programs that serve preschool or elementary school children and 'older tutor' at the same time." Only eight (8) of the 40 programs met this criterion.

Program Overview -- The eight programs are listed with name, location and date when

established:

AHEAD (Accelerating Home Education and Development, Los Angeles, CA.,1977);

AVANCE(San Antonio,TX.,1972);

Collaborations for Literacy /Family Learning Center, (Boston, MA.,1984-1988);

Family English Literacy (Florida International University,FLA, early 1980's);

The Family Program (New York, NY.,1981);

New Readers Reading and Writing Project((Quincy MA.,1985);

Parent and Child Education (PACE, Frankfort, KY.,no date);

Parent Readers Program (Brooklyn, NY., no date).

Profiles for these programs are included in the Appendix (D)by special permission of David Dickinson. The eight programs vary on many dimensions related to goals, sponsorship, administration, and target population. Some basic program details follow .While no one program provides the entire set of offerings, here's what goes on --.

Activities:Home visits to improve parenting ; coaching in home literacy activities; child care when parents are in class; day care; parent cluster and dinner meetings; workshops; literature, books and materials distribution; library memberships and summer reading programs in conjunction with libraries; parent education including ABE, ESL, GED, and community college classes for parents; child development classes; field trips; toy making and lending; father/father figures programs(carpentry);participation in running the program; instruction in computers, learning from TV; training for volunteers and staff; help with job interviews; school oriented information on how schools work; coaching in playing with children; book and game clubs; music and art activities; branch library facilities;senior citizens as readers; improvement of attitudes and values toward education; stipends to spend on supplies for children; and identification of children's physical or mental handicaps.

Funding-- sources include federal, city and state, public and private, local school districts, private foundations, and United Way.

Target populations -- are mostly urban families , AFDC recipients,and low income, mostly urban families; and a variety of ethnic and language groups.

Ages--of children involved ranges from birth to junior high school children. Some are targeted at particular age groups as has been noted Preschool (2);Mixed(3);Elementary(3).

Program Length-- varies from daily meetings to weekly ; some require a specific number of hours of participation , for example,100 hours; one serves the same families over a period of years; some have a summer program.

Program Size -- variable: one reports serving 4,000 between the years 1981-1987; another

several hundred over a five year period; another reports 2100 families served in 1987; several do not report size. Size is a function of available resources and space, as well as of recruitment techniques, commitment of staff, and location and history of the program.

Impact of Programs-- As with other programs, formal evaluation data is scarce for a variety of reasons mentioned elsewhere in this paper. Some anecdotal information is however, reported. Evaluation information is reported for four programs.

1. The Family English Literacy program, in a earlier format, noted significant changes for all aspects of parent knowledge tested and for degree of parental involvement (except for attendance at PTA meetings). Some slight differences were found in children in math, and in behavior. Evaluation data is reported (Reyes-Gavilan, et al.1967).

2. The Family Learning Center in Boston reports its modest success in a series of reports both descriptive and experimental, in improving adult reading achievement, retention, and in parents' literacy related behaviors reported, using anecdotal information. Children's gains in reading were not significant, although parents reported some positive changes in their attitudes (Nickse, et al,1988; Nickse & Paratore,1988; Nickse,1989). Note: The Dickinson profile does not report these evaluation efforts .

3. AVANCE has completed a detailed evaluation reported elsewhere (Rodriguez & Cortez,1988) which is highly recommended for its approach to a tricky evaluation problem and its success in achieving useful information. It is a model for other programs seeking information for program revision, funding, or for replication. The author notes that the positive effects of the program were "interesting, but not surprising." The data collected demonstrated "the severity of deficiencies in parenting, and the severity of the economic stress which was consuming any potential for improvement and well-being for these families." Suggestions for successful evaluations include the use of an expert familiar with the program's service, and remaining actively involved in the process. Computers and wordprocessors would have aided in this evaluation.

4. PACE notes preliminary results from an assessment of the first year's program revealed that over 75% of the parents and children completed at least one cycle of the program, and over 50% of the adults received a GED (compared to 15% of a comparable group of non-PACE parents selected through random sampling). Results for 1987-88 are being analyzed.

In conclusion, Dickinson reports that few programs he identified in this sector focus on facilitation of literacy acquisition; those that exist are most often geared to low-income groups and minorities for whom English is a second language; programs are especially scarce at the

preschool level, although facilitation of literacy /language skills associated with emergent literacy is one of many topics in family -oriented programs; and programs with literacy focus often are narrow, with little emphasis on writing. Further, only exceptional programs link across institutions, many operate with little awareness of other programs and with minimal awareness of literacy research or the range of materials and programs already developed.

Not included in Dickinson's report is information on a program in New York City sponsored by the New York City Adult Literacy Initiative called the Parent Educational Opportunities Program . It provides mini courses to parents of children involved in the City's early childhood program, Giant Steps. In its second year, the parent program serves several hundred parents (Carothers, 1989). Evaluation data is forthcoming.

SUMMARY

In describing programs in the four sectors, their great variety is apparent--as are their similarities. Dimensions on which they vary include program goals (narrow or broad); and settings where they are held; the nature of the intervention (whether direct or indirect); the targeted beneficiaries; eligibility for participation; funding , sponsorship and administrative responsibility; degree of collaboration with other agencies; program content and activities; nature of instruction used ; and the use of evaluation and types of methods employed . These are some main sources of variation. Similarities include concern for literacy development, and more broadly, for human development. The diversity is healthy since no one type of program intervention can appeal to the broad range of literacy needs in the country.

What is important, however, is a need for a systematic way to collect and disseminate information about programs, and a means to provide technical assistance by professionals across a variety of fields, adult basic education, pre-school and elementary, and bilingual education . Information from early childhood development, adult development , cognitive science , family systems theory , and bicultural awareness is needed to help ensure quality programs. This convergence of discipline fields is an opportunity for multidisciplinary efforts-- collaborations which are rare in the history of social service interventions-- but now seem essential both for better quality (and perhaps when reorganized, less expensive) services which may gradually improve family literacy over time.

Section IV A Typology for Classification of Intergenerational and Family Literacy Programs

Since family and intergenerational literacy programs are new, there is only a modest research base to which to refer. Many programs are locally initiated as service efforts and do not evaluate or disseminate information. There is no centralized data collection to which to turn as has been mentioned. Although several national conferences have, or will have this year, program strands or pre-sessions on family literacy, sharing program information has been difficult. Added to this, there are areas of confusion developing. This section reports on three main problems to aid understanding.

Definitions-- The theme of "intergenerational" and "family" literacy is a hot topic --but there is little agreement about the meaning of these two words. For some program designers, the term "intergenerational" limits participation to parents and children from the same family; for others it means someone older with someone younger (teens tutoring youngsters, Seniors reading to kids). "Family" can mean parents and a child (or children), or include caretakers, extended family members, and friends. So-called "Family" programs may specifically target only mothers, others may actually serve more mothers because fathers are not present or are unavailable for other reasons i.e., they are working. Program titles can be misleading --one cannot infer the nature of a program from the title. This prompts the need for a typology for classification of programs.

Degree Of Intervention--Less obvious than these distinctions is another: whether or not the adult and the child are present together for literacy development any or all of the time. Put another way, is the family component abstract (adults learning about the importance of reading to children) or concrete (are children and adults at the same site and reading or playing together)? The distinction is important for several reasons-- at this early stage, we do not know which interventions, abstract or concrete, is more effective with particular populations or for particular outcomes. Perhaps each is useful with identified populations; only research can answer this question. A central debate occurs around this issue, and programs are structured differently, depending on their philosophy on this point.

Simply stated, what is the role of parents in intergenerational and family literacy programs? Are parents to be trained as surrogate teachers working on school-based literacy tasks, or are they instead to learn the social significance of literacy, its value for themselves, then become transmitters of literacy to their children? When discussing or evaluating programs, we need to know which philosophy guides the development of the intervention used. Some developers believe that highly structured models which train parents by very direct instruction as teachers of their children are the most valuable in changing skills, attitudes and behaviors. Others believe that the

direct mode is "invasive" in its approach to changing parents' behaviors and must be avoided for this reason. For many programs, this argument is moot because no philosophy guides the programs.

These are being developed and administered with little assistance from professional reading teachers, and without assistance from professionals with adult basic education/early childhood backgrounds. The idea of developing family literacy programs seems an attractive and simple response to the growing awareness of the need for improved adult and child literacy. These programs need technical assistance to succeed.

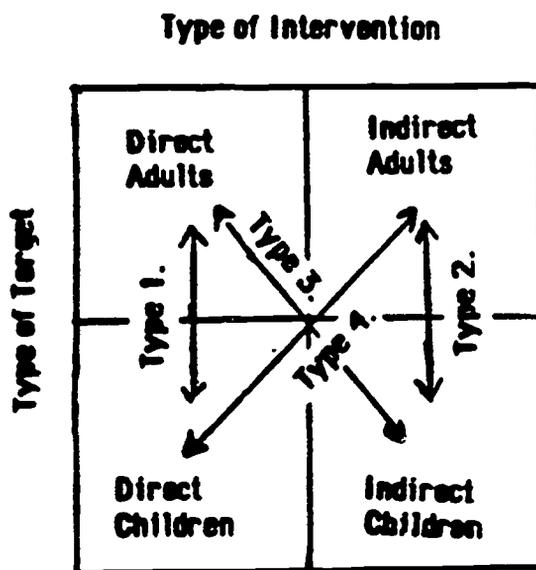
Lack of Conceptual Base--While intergenerational programs seem to be on the increase, (Bristow, Brown, Quezada, private communications), conceptual and theoretical work lags behind. This section offers a "first step" conceptual model to organize programs by general types, and speculates on the advantages and disadvantages of each.

While rather simple, the matrix provides an organizational framework to classify and examine program types broadly across two critical dimensions (1) Type of intervention, Direct or Indirect and (2) Type of Participant (Adults; Children). Primary participants receive direct services; secondary participants benefit indirectly. By labeling participants as "adults" rather than "parents", the matrix has broader application, and encompasses programs that work with extended families and with unrelated adults and children. The framework encompasses the programs described in Section III of this report in a general fashion.

Note: not all programs described in this report are classified because of inadequate information.

Table I

Four Classifications for Intergenerational and Family Literacy Programs



Some characteristics of the four program types are described briefly.

Type 1. Direct Adults -Direct Children –Educationally disadvantaged adults and their children are both required to participate directly .Parents attend literacy instruction and may also participate in parent training, vocational training, etc. Parents are taught to interact with their own children, to play and read to and with them, and do so with supervision and modeling. Children receive pre-school or other direct instruction. Participation is supervised by professional adult basic education and early childhood teachers; there are established cycles for participation and it is intense. Validated curriculum might be used. Adults and children are primary beneficiaries.

Example: PACE (Kentucky): Kenan Family Trust Literacy Project .

Type 2. Indirect Adults -Indirect Children--Both adults and children are invited to participate. Literacy development is limited to the support of reading for enjoyment. There is little or no direct literacy instruction for adults or children. Special literacy events include a variety of activities in support of literacy , including read -alongs, lap sits, story telling, etc. Attendance is voluntary and the events informal. Adults and children are the primary beneficiaries.

Example: Library programs.

Type 3. Direct Adults -Indirect Children--Adults are the main target for service, children do not participate regularly, if at all. Literacy instruction is directed at parents, who may also participate in a number of other activities, including parenting instruction. Literacy instruction is structured, whether it is didactic or participatory. There are established cycles for instruction. Parents are the primary beneficiaries, becoming more literate and aware of issues related to child development and literacy. Children are secondary beneficiaries.

Example: Family English Literacy Programs; Parent Readers Program

Type 4. Indirect Adults -Direct Children--Children are the main targets for service .The adult program involves help for adults to help their children. Some may teach literacy or other skills to parents, but it is the child's literacy development that is primary . Adults are the secondary beneficiaries.

Example: Pre-school and elementary programs: NY City Parent Education Opportunity Program

ADVANTAGES AND DISADVANTAGES OF EACH PROGRAM TYPE

Type 1. Direct Adult- Direct Children- Advantages-this is the most intensive program, particularly if it includes daily instruction. Interactions between parents and children can be observed by professionals and immediate feedback provided. This is a good model for non-working parents with preschoolchildren . The family dynamic is most powerful. The site must be appropriate and furnished for both adult and child learners. **Disadvantages.** Dual programming is needed , structured for two targets, adult and child. Both adult education and early childhood specialists are needed. It is a poor model for working adults or for adults who are housebound for any reason. It is most effective for parent(s) with one child, (not several, which are distracting). If parent has several children, childcare must be arranged.

Type 2.-Indirect Adults -Indirect Children -Advantages - these programs might require short time commitment for parents and children ; since their objective is enjoyment, they may improve attitudes toward literacy; if both parents are involved some or all of the time, family dynamics are powerful.Does not require full programming or permanent renovation of site.Does not require permanent professional ABE or ECE staff **Disadvantages:** does not directly teach reading skills to adult or child. May not have professionals in either early childhood or adult basic education involved at all.

Type 3. Direct Adults -Indirect Children -Advantages.- adults are not distracted by presence of children; parents can practice with each other; parents take stuff home to kids; while parenting is discussed there may not be as much need for early childhood specialist on the staff . **Disadvantages** No direct observation of parent /adult interaction, only parent reports of what happens at home ; can't tell how(or if) adult is being effective with child; adult /parent may forget what to do to improve literacy at home; adult may continue literacy behaviors inappropriate to growing child's needs.

Type 4. Direct Children -Indirect Adults .

Advantages can happen in school; in pre-school and after school programs; children are captive audience in schools; programs to support literacy can be integrated into regular school work; **Disadvantages**- child may not take home stuff to parents ; parents' literacy may not be directly addressed.

SOME CRITICAL QUESTIONS

It is time to ask some penetrating questions about family literacy programs...research is lagging behind practice. The popular appeal of family literacy programs designed for adults and children runs ahead of the modest research available to substantiate their worth. Here are some key questions which need systematic exploration :

1. Which of the four program types are effective for specific groups of adults and children? ie., working parents, AFDC parents, single or teen parents, etc. with pre-school or schoolaged children
2. What program components contribute to the effectiveness of each type? Are there common components and some that are contextually specific? If so, what are they?
3. What are the problems faced by administrators and staff in conducting each type of program and what kinds of technical assistance is needed?
4. What outcome measures are appropriate for adults and for children for each program type? What kinds of assessments are feasible , given the primitive nature of most programs?
5. How can collaborations between service providers (ABE, ECE, libraries, public schools, associations, workplace sites) in both formal and informal networks, be developed and maintained to support family literacy?
6. Are family literacy programs cost effective ? By what measures?

The answers to these questions frame the agenda for key policy decisions in the design and funding of family literacy improvement programs for the year 2000.

Note: The investigator is currently preparing a publication of this matrix and its implications for program design and assessment in family literacy.

SUMMARY

This section notes problems in family literacy program definition, structure and conceptualization . It outlines a classification system for four possible types of family literacy programs, based on the type of intervention used and the primary target or beneficiaries of the intervention. A sample of programs from Section III are classified according to the system, and a sample of the advantages and disadvantages of each type is mentioned briefly. Critical questions

which need systematic investigation are identified. In the last Section , recommendations are presented to support intergenerational and family literacy programs in three areas, administrative, methodological and conceptual.

Section V RECOMMENDATIONS

The following recommendations are compiled from discussions with professionals in several fields interested or involved with intergenerational and family literacy programs.

They address a diverse set of topics, are not prioritized, and are listed for discussion.

ADMINISTRATIVE AND POLICY SUPPORT

1. Dissemination of information-- Establish a national Clearinghouse to assist in program development across discipline lines (ABE, ECE, Libraries, Bilingual, Associations). At a minimum , the Clearinghouse should identify and catalog intergenerational and family literacy programs and establish a data base ; create a dissemination network to provide information for technical assistance, including materials and methods that work; organize regional workshops and summer institutes for staff training; and provide on -going support through monthly newsletter, or a computer hookup like LitNet (Apple). For about \$500,000 such a center could begin work. If programs paid membership fees for service, the Center could finance part of its budget. A five year grant or contract should be written to ensure continuity of service.

2. Technical assistance to interested organizations -- Provide professional assistance to organizations outside of the education arena interested in assisting in the improvement of literacy. These include, but are probably not restricted to , the American Association of Retired People(AARP), the American Bar Association, and the United Way (Brown, 1989) It is anticipated that money and knowledge to run literacy programs is scarce , although enthusiasm is high. To counteract faddishness, these organizations need concrete suggestions about program design , methods and materials . They need on-going support as they mobilize volunteers to assist in family literacy. One way to facilitate their contributions is to pair them for assistance with local or state literacy councils, and with experts from adult basic , early childhood and elementary school education. The Clearinghouse could provide information and sources for technical assistance to member associations.

3. Program coordination and administration at the Federal and state Level-- Establish an interagency link at the federal level, an Advisory Group composed of program personnel from

Adult Basic Education ,the Even Start program, the Library, and the Family English Literacy programs. This will strengthen informal linkages already in effect. Since several agencies and departments are supporting family literacy programs, cooperation at the Federal level could be useful and informative to all.

New legislation may also impact on family and intergenerational programs--for example, Smart Start, Senator Kennedy's new program. Staff from this program should also be members of the Advisory group. Enlist the cooperation of Family Support programs which focus on strengthening families and which already offer educational activities to aid in child literacy development, in conjunction with other information and social supports. Few presently involve parents in direct instruction to meet their own educational (or literacy) goals (Dickinson, 1988; Weiss & Jacobs,1988). With technical assistance and justification, they may be persuaded to expand their agendas to include family literacy within their existing administrative frameworks.

4.The Even Start Bill-- In reauthorization hearings for this Act, consider a technical amendment. First, require ABE participation in the program planning and implementation. This is to assure that the spirit of the legislation is abided by in fact. Secondly, mandate a 5% set-aside for third party evaluation of Even Start.Full funding should be considered at \$50 million a year, based on positive evaluations. Since the Even Start Act is part of the Elementary and Secondary Act (Title 1) there is a concern that it will be less forceful than intended, because the Act does not mandate ABE participation in planning and implementation at the local level. Already there is evidence that Chapter I staff are not seeking adult basic education input. Collaborations between programs seem imperative for effectiveness , are sometimes difficult to initiate and maintain; as the Act is written ,minimal collaboration at the local level could occur, to the detriment of the intended program.

METHODOLOGICAL RECOMMENDATIONS

1. Program design and administration -- Mandate professional collaborations for planning and administering services. Many programs suffer from too little knowledge because they are initiated in one sector(ABE, ECE , bilingual ed, libraries,.) .Family literacy practice is a new approach to literacy development. It is multidisciplinary and benefits from the convergence of research . For this reason, both initial and on-going staff training is necessary, since families are culturally different. Both Direct intervention and Indirect intervention programs must have multi-year funding for maximum impact on particularly distressed families. Assessment must

be culturally relevant, feasible, and tailored to the program type. Small gains must count. The role of volunteers in family literacy programs should be defined.

2. Evaluation --Recent developmental research confirms that what goes on between parents and children is very complex. Efforts to determine how literacy is improved by intergenerational and family literacy programs test beyond the limits of current evaluation technologies, since studies must adopt a polyadic approach documenting changes in both adults and children. Evaluators must consider the cultural appropriateness of research methods. Environmental constraints and culturally specific ideologies powerfully affect how parents can and should interact with their children (Howrigan, 1988). It will be difficult to gauge impacts for programs since causal relationships will be hard to determine--this fact should spur new evaluation techniques.

CONCEPTUAL

1. Definitions --Current practice labels programs of several types "family literacy" programs. Use a typology such as that suggested in this report to clarify program structure, and thus the range of possible measurable outcomes.

2. Convergence of adult and child literacy research -- Rethink the implications of theory, policy and practice in view of the convergence of adult and children's literacy development, which are presently distinct. Provide funding for research in adult literacy development.

3. Need for new research--Explore the cognitive development of adults and children, seeking a unified theory which can guide practice. We need research on the development of literacy of adults and children through cooperative learning, the strategies that enhance it, the conditions under which this occurs, the variations due to culture and social class, and the implications framed by family dynamics. These are contextual differences which have implications for the structure of programs, and our knowledge of the development of literacy in both adults and children.

Fund carefully designed, longitudinal studies with a subset of intergenerational and family literacy programs. Particularly important at this stage are small scale ethnographic studies of developing literacy in adult /child combinations in ethnically different home settings. Although no two families are alike, patterns will emerge to inform policy and practice. Fine-grained studies in family literacy development with low literate adults and their children are a priority. We do not know enough about how such adults and children cope with literacy demands, although we know a great deal about advantaged families. Experienced adult basic education

reading experts must collaborate with children's reading experts to study families -- working independently, they each have limited experience.

Fund creative ethnographic studies of community child rearing goals, attitudes, expectations and values, and ecological studies of child rearing patterns, in various subcultures and settings. These are the basis for interventions aimed at improving literacy and other family interactions.

3. Need for coordination of services to families--In conclusion, this paper has given an overview of a new trend in service programs focused on the improvement of intergenerational and family literacy. It would be remiss to discuss literacy development alone without reference to the fact that it is only part of a larger set of economic and social challenges that affect a large and growing segment of our population. We are beginning to learn that there is an interconnectedness to these ills. As illustration, the programs described here are found in four sectors, and appear to be parallel, targeted on the same or similar families, with similar sets of characteristics, and in need of literacy help. Looking ahead, there is a need for convergence of efforts. Limited resources alone dictate a need for coordination of effort, and oddly enough, effective programs seem to need this type of structure. The four strands described are nested in a larger context, also characterized by separate but parallel efforts.

What is needed are models for service delivery to at-risk families that combine areas of education, (elementary, preschool and early childhood, adult basic education and bi lingual and minority programs) with appropriate health care initiatives, libraries, Family Support programs and job training initiatives. This would require a massive overhaul of bureaucratic agencies and a complete rethinking of how services are delivered.

Lest we get discouraged by the impracticability of this suggestion, there are some models in existence which try to do this on a small scale. For example, Maryland has formed a partnership between the Department of Human Resources and several foundations to create an independent entity, Friends of the Family, to administer 11 Family Support Centers, providing a core set of services for children and adults, in literacy and basic education, health, parenting, peer support activities, job preparation and skill development to prepare for employment. Services will be provided to more than 3,000 individuals with a budget of over \$2 million in 1989 (Weiss, 1988). Multidisciplinary and coordinated projects such as these are pioneers in creative cross discipline planning and administration to assist families to help themselves and each other.

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Ms. Sharon Darling, Director, Keenan Family Literacy Project. Louisville, KY.

FAMILY LITERACY PROGRAMS

WHAT

Family literacy programs attempt to break the cycle of intergenerational illiteracy by working with both parent and child. Parents and their children are taught academic skills and are brought together for learning activities. Parents are offered instruction in parent education skills such as nurturing, educating, disciplining, and parent/child communication. Family literacy programs vary from one community to another as each program attempts to meet the needs of the community and of the participants in the program.

Family literacy programs require cooperation between adult educators and early childhood educators. A program may enroll parents during the school day or in the evening if parents are employed. Children receive instruction in academic and social skills but also spend time with their parents and the program staff so both parents and children can work together on communication skills enhancement and interaction.

WHO

Participants in family literacy programs are parents who lack the basic literacy skills and, often the positive self concepts needed to encourage their children to do well in school or help their pre-school children develop the necessary skills to help them do better later in life. The participants include single parents, low income parents, and parents of children in Head Start, Title XX and Chapter 1 programs.

WHY

Parent involvement in children's schooling influences students achievement, attendance, motivation, self concept, and behavior. Children of parents who read to their children, have books in the home, have a positive attitude toward school, and have high achievement expectations, tend to become higher achievers than those of parents who do not. Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the attitudes and abilities that keep them from breaking the cycle of illiteracy.

**Dr. David Dickinson - Director, Teacher Education, Department of Education, Clark
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Abstracts of Family Literacy Projects

Division of Adult Education

U.S. Department of Education

**Deborah A. Brown, D. Ed.
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February 1989**

Our society is faced with a challenge to break the cycle of underachievement and implement family literacy training that will promote literacy in the home. Family literacy projects are designed to improve not only the child's literacy skills, but the parent's skills as well.

The following are abstracts of family literacy projects. These abstracts may be useful as State Directors and project coordinators work to develop their family literacy projects. As adult educators we play a major role in combatting the ills of illiteracy.

California

o Project Read

Project Read is a literacy grant given to the San Francisco Public Library. The family literacy program is open to families with children under the age of six. In order to participate, clients must meet with Project Read volunteers weekly for at least three months of tutoring in reading and writing.

The family literacy program will include the following components:

- a series of lapsit storytimes for parents and their children at library branches or agency sits.
- basic skills tutoring of parent, grandparent or other family caregiver by Project Read volunteers.
- gift of four books for participant families
- special family story programs and celebrations for participants and their extended families
- monthly newsletters with suggested book titles, rhymes, songs and games
- compensation for family travel expenses to story series.

The program is targeted to reach teenage parents and GAIN participant families, but any families meeting the eligibility requirements will be encouraged to participate.

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District of Columbia

o "Literacy for Parenting Needs": PLAN Inc.

This project provides literacy training for parents and help in using the library and bookstore. Instruction is provided for parents of children in school, using school-related reading materials rather than children's books.

PLAN developed a 6-page curriculum outline for the pilot project. The curriculum was expanded for use in PLAN's parenting project.

Contact Person: Mike Fox
PLAN Inc.
1332 6 St., SE
Washington, DC 20005
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Illinois

o The Center for Successful Child Development

The Center for Successful Child Development is a demonstration project aimed at preventing educational failure among economically disadvantaged children. Known informally as "The Beethoven Project," the center serves children and families living in the six buildings of the Robert Taylor Homes housing project in Chicago from which the Beethoven Elementary School draws its students. Co-sponsored by the Ounce of Prevention Fund and the Chicago Urban League, CSCD is the first effort to ensure that the entire class is fully prepared for school and able to take full advantage of the educational system.

The goal of the Center for Successful Child Development is to demonstrate that this cycle of failure can be interrupted if we act early enough and provide comprehensive services. The children and their families receive prevention oriented health, educational, and social services designed to prepare the children for school success and to help parent build stronger, more self-sufficient families.

The Center for Successful Child Development combines four basic early intervention models into a single, comprehensive program.

- o Home-Based Family Support Services
- o Center-Based Family Support Services
- o Maternal/Child Health Services
- o Early Childhood Education

Contact Person: Haroldine Bourelly
Director, Community Linkages
The Center for Successful Child
Development
4848 S. State Street
Chicago, IL 60609
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Maryland

The state of Maryland funded 3 projects (mini grants) for Intergenerational/Family Literacy. The activities involve:

- o A home-centered approach to enhance the roles and responsibilities of parents through literacy tutoring such as instruction of children in Chapter I reading programs.
- o Community centers/multiservice center/adult learning centers that house both adult and pre-school education programs used to encourage intergenerational learning activities. Special project teams of ABE, pre-school, and university personnel (including graduate students) are encouraged.

o Programs to train low reading level parents of elementary school students. Training should include parent-school relations, child motivation communication skills, roles and responsibilities of parents, etc.

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Massachusetts*

- o Family Literacy: Collaborations for Literacy
(An Intergenerational Reading Project)
The Family Learning Center, (1983-1985)

Collaborations for Literacy, conducted by Boston University, was a community based reading project that trained college work study students as literacy tutors to provide individualized reading instruction to low reading level adults (0-4 grade level). Two handbooks were developed. The Administrator's Handbook contains background information on adult illiteracy, the Collaboration project and tutoring approach, and an eight unit step by step guide to program implementation. The Tutor's Handbook includes background information on the adult illiteracy problems, the Collaborations program, tutor teaching strategies and experiences, and tutor/adult/ child activities.

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* *Closed for lack of funds*

Michigan

o Michigan offers several options for family literacy training. The Detroit Public Schools Adult Education Department, in conjunction with the Office of School-Community Relations, launched a parenting program in 1987. It is called the Family Learning and Resource Center (FLAR). The primary goals of FLAR are to guide parents and their children in active communication, positive discipline and goal setting. Thirty elementary schools are also involved with this program.

o The Detroit Public Library has a family learning center with four other locations in public libraries, they also work with the Detroit Public Schools. The library has a collection of education

tapes, and offers GED on television, as well as, Learn to Read programs.

o There is a learning center in the Leslie Public School system for young mothers to be who have not completed high school.

o Parent-child reading programs are offered at five locations across the state.

o Headstart's involvement in the state of Michigan area will target family literacy programs with plans for expansion.

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373-1231

New Hampshire

New Hampshire has two programs the Dover Adult Learning Program - Family School, and the Nashua Adult Learning Center Parenting Program. Both of these programs have daycare and have worked extensively with low income, undereducated teenagers and adults.

o Family School - The Dover Adult Learning Center (DALC) Family School program includes work on basic skills and on parenting. It is designed to serve parents of young children who are themselves school dropouts, and the goal is to help parents prepare their children for school success while they improve their own basic skills.

Two staff members worked with the initial group of seven adults and their ten pre-school and early-elementary school children. The group met twice a week afternoons for 3 1/2 hours each time. While one teacher worked with parents on their own basic and pre-G.E.D. academic skills, the other staff members supervised activities for the pre-school children. Often the parents' educational segment included discussions about real-life issues such as children's health care and tenants' rights.

o The Parenting Program - This course is for pre-school children and their parents. This course teaches the basics of effective parenting, and deals with physical, emotional and developmental needs and stages of children.

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101 Pleasant Street
Concord, NH 03301
(603) 271-2247

Ohio

The State of Ohio has funded six family literacy projects. These projects will serve parents of pre-schoolers, parents of primary schoolers (K-3), and ESL parents.

The purpose of these projects will be:

- 1) to enhance basic reading, writing, and mathematical skills of adult participants.
- 2) to enable adults to help their children learn.
- 3) to develop a product related to family literacy which can be shared with other ABE programs.

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Pennsylvania

The Children's Play Room located in Harrisburg Pennsylvania, is a non-profit agency, offers services to everyone, regardless of financial status. The Children's Play Room offers:

- o L.E.A.P. (Library, Education and Parenting) child care while parents attend G.E.D. classes
- o Individual Child Therapy
- o Parent/Children's Resource Library
- o New Parent Classes at Harrisburg Hospital
- o Diagnostic Observations
- o Individual Goal Plans
- o Workshops and Public Education
- o College Internships
- o Speakers Bureau

Contact: Children's Play Room, Inc.
A Parent-Child Resource Center
99 South Cameron Street
Harrisburg, PA 17101
(717) 257-5459

Rhode Island

o Tutoring for Parents/A.P.L.U.S.

South Providence tutorial has provided after school tutorial services and family educational counseling services to the South Providence community for 22 years. It has become clear that most children do not succeed in school unless their parents are involved with the schools and informed about what is going on. TFP and A.P.L.U.S. are helping to achieve a long awaited dream of the staff and board of SPT, a dream of providing a center for family and community literacy and learning, and a community base for communication in the schools.

TFP is an individualized adult basic education program. Through development of individualized education plans for each learner, one-on-one and small group instruction, as well as complementary computer assisted instruction, TFP hopes to enable each learner to understand his or her own strengths and needs, to develop both short and long term goals, and to participate on a schedule suited to his or her life, work and family.

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Tennessee

The Family and Community Involvement Initiative

The Department of Education sponsored a statewide Parent Involvement initiative which established 12 diverse model parent involvement programs, provided funding for the formation of teams from local school systems to visit several of the model programs and made seed grants available to local school systems that wanted to emulate one of the model programs observed. A total of 85 school systems participated in one or more phases of the project.

The initiative came out of a three year project that focused on parent involvement. The previous project was funded through a one-time only allocation from the state legislature. It was composed of the following four phases:

Phase I - the identification of twelve model parent involvement programs.

Phase II - eight that were created by in-state LEA's and four that were adopted from nationally validated programs.

Phase III - travel grants for LEA's that chose to form a local team to make site visits to the model programs of their choice.

Phase IV - the availability of seed grants of up to \$5,000 to the LEA's that sent visitation teams for the purpose of model program emulation.

Contact Person: Martin Nash, Director
Family & Community Involvement
State Department of Education
Office of Commissioner
Nashville, TN 37219-5335
(615) 741-5166

Texas

Texas has two model projects for family literacy.

o A Partnership Model for Family English Literacy

This project will develop and implement an English family literacy model program for limited English proficient parents who have little or no literacy in their native language and will be focused on improving "literacy behaviors" (including parenting skills) in the home which are conducive to children's school achievement. Implementation of the adult portion of the model will include English instruction, basic reading, writing, and math skills and parenting skills, including instruction on how undereducated parents can help their children learn.

Contact Person: Dr. Robert Warren or
Dr. David Lufelt
Texas A & I University
Campus Box 101
Kingsville, TX 78363
(512) 595-3204

o A Partnership Model for Family Literacy

This project will develop and implement a family literacy model program (including math) focused on improving "literacy behaviors" in the home which are conducive to children's school achievement. Implementation of the adult portion of the model will include parenting skills including instruction on how undereducated parents can help their children learn as well as basic reading, writing, and math skills. The instruction will focus on educationally disadvantaged adults who function at equivalent grade levels 0-4 and adults who function at equivalent grade levels 5-8.

Contact Person: John Moore II, Director
Community Education
Austin Independent School District
5555 N. Lamar, H-121
Austin, TX 78751
(512) 451-7426

Vermont

Connections: A Family Reading Project

A Family Reading Project is a reading and discussion program for adult new readers and other adults for whom the idea of sharing books within families is new.

Connections engages parents and other adults in a discussion of children's literature with the goal of encouraging people to read to children. The programs are based on the Vermont model of reading and discussion programs: A theme is chosen with books for each program and a scholar relates the books to the theme in an interactive discussion with participants. Books are circulated through ABE offices, parent child centers, social service organizations, public schools and public libraries. ABE students and their tutors read the book together before each meeting. All programs are held in the public library and child care is provided.

Sharing books within families is an important means of preventing school failure and a means of setting a pattern for communication between family members.

Contact Person: Sally Anderson, Project Director
Vermont Reading Project
P.O. Box 441
Chester, VT 05143
(802) 875-2751

Washington

Project Even Start is a pilot program in the state of Washington offering remedial instruction to parents in several school districts across the state. Project Even Start is designed to enhance the ability of illiterate and semi-literate parents to support their children in the learning process. Even Start programs provide instruction which integrates parenting skills with literacy and basic educational skills to parents who have less than an eighth grade level of ability in one or more of the basic skills (reading, language, arts, mathematics, and life skills).

The goals of the program are:

- o To help parents recognize that they can be the most effective teachers of their children;
- o To provide illiterate and semi-literate parents with the educational and parenting skills which will increase self esteem and confidence in their ability to assist their children in the learning process;
- o To enhance children's learning experiences in formal educational settings by providing them with a positive home environment which contributes to their motivation to learn.

Contact Person: Suzanne Griffin, Coordinator
Office of Early Childhood Programs
Superintendent of Public Instruction
Old Capitol Building, F611
Olympia, WA 98504-3211
(206) 586-2263

Any suggested revisions or additions would be appreciated.

For more information contact:

Deborah A. Brown, D. Ed.
Education Program Specialist
U.S. Department of Education
Division of Adult Education
400 Maryland Ave., SW
Mary E. Switzer Bldg., Room 4428
Washington, D.C. 20202-7240
(202) 732-2457

SECTION 310 ABSTRACTS OF FAMILY LITERACY PROJECTS
DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

JULY 1988

30

Section 310 of the Adult Education Act Requires each state to use at least ten percent of its Federal Adult Education grant to fund "special experimental demonstration projects and teacher training". Many projects develop materials that are useful for adult education programs throughout the country.

Family literacy programs attempt to break the cycle of intergenerational illiteracy by working with both parent and child. Parents and their children are taught academic skills and are brought together for learning activities. Parents are offered instruction in parent education skills such as nurturing, educating, disciplining, and parent/child communication. Family literacy programs vary from one community to another as each program attempts to meet the needs of the community and of the participants in the program.

Family literacy programs require cooperation between adult educators and early childhood educators. A program may enroll parents during the school day or in the evening if parents are employed.

Section 310 Projects

Parent involvement in children's schooling influences student achievement, attendance, motivation, self concept, and behavior. Some Section 310 Projects focused on breaking the cycle of intergenerational illiteracy.

o Curriculum Modules: Reading: an Intergenerational Approach

This project was designed to provide a reading curriculum and teaching strategies for adults with less than 6.0 reading level, receiving public assistance and with children in the "at risk" category in the home.

Lynn Wolff, Ph.D., Director
Adult Education Program
Evaluation and Development Center
500-C Lewis Lane
Carbondale, IL 62901
(618) 453-2331

o Family Literacy: Collaborations for Literacy (An Intergenerational Reading Project)

Collaborations for Literacy, conducted by Boston University, was a community based reading project that trained college work study students as literacy tutors to provide individualized reading instruction to low reading level adults (0-4 grade level). Two handbooks were developed. The Administrator's Handbook contains background information on adult illiteracy, the Collaboration project and tutoring approach, and an eight unit step by step guide to program implementation. The Tutor's Handbook includes background information on the adult illiteracy problems, the Collaborations program, tutor teaching strategies and experiences, and tutor/adult/child activities.

Technical assistance is available from Dr. Ruth S. Nickse, Boston University, 605 Commonwealth Avenue, Boston, MA 02215, (617) 353-4667.

Handbooks available from:

Institute for Responsive Education
Publications Department
605 Commonwealth Avenue
Boston, MA 02215

o Project Harmony: Aquidneck Island Adult Learning Center

The specific issue addressed was "Reaching adults least educated and most in need, who are parents of young children, through cooperative programs with agencies/institutions already serving these children". Project Harmony provided adult basic education and/or high school equivalency classes for parents of Head Start children.

This learning partnership allowed parents with pre-school children eligible for Head Start to attend ABE and/or GED classes at the central Head Start location, Berkeley Peckham School of Middletown, while their three and four year old children were learning across the hallway. Both groups of students, the adults and the pre-schoolers, learned side by side.

Linda Dwyer
Aquidneck Island Adult Learning Center
Lenthal School
Spring Street
Newport, RI 02840
(401) 847-7171

o A Whole Family Approach to Teaching English-as-a-Second Language

The project, conducted by Des Moines Area Community College, Ankeny, IA, was directed toward the English language and cultural adaptation needs of refugee adults and children. The Handbook developed for the project is based on the premise that the needs of refugees can be met effectively and efficiently in a family approach, with parents and children involved in the same setting. The project is still operating and serves parents and children from the international community at Iowa State University as well as refugee families.

Available from:

ERIC Clearinghouse on Adult, Career
and Vocational Education
The Ohio State University
1960 Kenny Rd.
Columbus, OH 43210-1090
(800) 848-4815

o Family Literacy

The project provided basic literacy training to illiterate Head Start parents in Blair County who were not enrolled in an ABE program. The program included counseling, distributing of home reading materials, and the training of parents in pre-reading skills, and home aides.

The Literacy Volunteer Program, under the auspices of the Altoona Area School District and the Altoona Area Public Library, worked with Blair County Head start to identify illiterate families whose children were enrolled in Head Start programs. Home aides encouraged these families to become involved in the literacy programs and work with their own children on pre-reading skills.

Coordinator of Blair county Literacy Program
Family Literacy
Altoona Area Public Library
1600 Fifth Ave.
Altoona, PA 16602
(814) 946-0417

o Literacy Model Projects

This project was designed to provide literacy instruction for parents of pre-school and primary school aged children, at the same location where the parents are taught. The parents worked with their children while at the same time improving their own literacy skills. Developmental activities were provided for the parents to work with the children at home. Parents were also encouraged to seek literacy instruction on an individual basis at least once a week.

Contact for technical assistance:

Carol Clymer
Literacy Programs, El Paso Community College
P.O. Box 20500
El Paso, TX 79998
(915) 534-4162

Handbook

Contact for materials: A handbook was also developed which includes a core curriculum that delineates the model components and implementation strategies for purposes of replication in other communities.

Video tape : The video tape demonstrates the model and implementation strategies for involving parents in literacy instruction. (You must be able to supply a 60 minute blank video tape for your duplication.)

Materials are available from:

Deborah Stedman
Director, Division of Adult and
Community Education Program
Texas Education Agency
1701 North Congress Ave.
Austin, TX 78701-1494
(512) 463-9447

"Even Start": 310 Special Project

The purpose of the program was to provide basic skills training to illiterate parents of pre-school students in order to help parents undertake intervention strategies on behalf of their children.

The opportunity that was afforded to the Knox County ABE program to work cooperatively with other agencies in the implementation of the "Even Start" program has been significant. The planning process included staff members from the local Head Start office, the University of Tennessee School of Technological and Adult Education and the director of Chapter I programs for Knox County Schools.

Contact:

Dr. J.B. Bolin
101 East 5th Avenue
Knoxville, TN 37917
(615) 544-3620

o HELP: Home Education in Literacy and Parenting

The twofold purpose of the HELP project was to aid low income, low reading level parents in participating in the local ABE program and to learn how to help their children with school work. Both a guide-book and resources for implementing a HELP project were developed. The guide includes a description of recruitment, training and placement of the in-home volunteer tutoring staff, community relationships, networking and plan for dissemination, and project implementation. Resources include the several forms and surveys used for project implementation, lesson plan suggestions, and resources for volunteers.

Available from:

Frances Thompson
Volunteers Clearinghouse
401 Linden Street
Fort Collins, CO 80524

Other projects also focused on helping parents assist their children, and included one or two of the literacy components. These 310 projects attempted to improve literacy in both undereducated children and adults.

o "Literacy for Parenting Needs": PLAN Inc.

This project provided literacy training for parents and help in using the library and bookstore. Instruction was provided for parents of children in school, using school-related reading materials rather than children's books.

PLAN developed a 6-page curriculum outline for the pilot project. The curriculum was expanded for use in PLAN's parenting project.

Contact:

Mike Fox
PLAN Inc.
1332 6 St., SE
Washington, DC 20005
(202) 547-8903

o Parent Involvement in Adult Services: Union County Schools

Through recruitment of parents in the Adult Services Program, the program staff worked to improve the home learning environment for children in those homes. Computer use was introduced in all the ABE programs and made available to literacy students. An increased emphasis on ABE was designed to recruit students with low literacy levels to go on with their education and to encourage those ABE recruits to continue with the high school program.

Director:

Harold Blackman
Parent Involvement in Adult Services
Union County Schools/Adult Services
P.O. Box 907
Union, SC 29379
(803) 429-1770

ADULT EDUCATION PROGRAM MANAGEMENT

0 ABE Child Care and Transportation Support Services Workbook

This workbook provides ABE program administrators a mechanism for developing an implementation plan to set up child care and transportation services for ABE students. Each chapter addressed a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing inter-agency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet was provided for completing suggested tasks. Readers were encouraged, at the conclusion of a chapter, to cut out the worksheet and use to address needs, barriers, and strategies that reflect the local ABE program. This "learn-by-doing" approach should result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students - 70 pages.

Available from:

Dr. Judy Traylor
Northeast Texas Community College
P.O. Box 1307
Mt. Pleasant, TX 75455

o Project PACT: Parents and Children Together

Project PACT resulted in the development of a curriculum for 0-4 level ABE students. PACT materials were intended for use by ABE students who are parents or others who interact with children. The curriculum consists of lessons in life coping skills and parenting skills. The lessons were constructed to be used first by ABE teachers or counselors with the "parent" and then by parent and child at home. The lessons introduce concepts that a child can learn "naturally" and easily from a parent. In most cases the parents may be learning or reviewing the concept themselves.

Available from:

Clearinghouse on Adult Education
U.S. Department of Education
Reporter's Building, Room 522
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-2396

o Parents Learning to Assist Children in the Elementary School
(PLACES)

Parents Learning to Assist Children in the Elementary School (PLACES) was a self-contained, problem centered workshop designed to help undereducated parents, learn how to facilitate the elementary school success of their children. The workshop was predicated on the belief that parents themselves are able to identify the educational needs and help to solve the school-related problems of their children.

Gordan G. Darkenwald
Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903
(201) 932-7532

For more information contact:

Deborah A. Brown
Education Program Specialist
U.S. Department of Education
Division of Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 732-2457



CALIFORNIA STATE LIBRARY NEWS

No. 88-08

For Immediate Release - August 29, 1988

LIBRARIES TEST WAYS TO BREAK CYCLE OF ILLITERACY IN FAMILIES

Twenty-one local public library jurisdictions in California will soon begin Families for Literacy programs aimed at breaking the cycle of illiteracy. All of these libraries currently provide adult basic literacy instructional services.

This initiative seeks to enrich and expand current efforts of the California Literacy Campaign in a variety of innovative ways. A number of libraries have developed programming partnerships with child development and health care resources. Others have made linkages with GAIN program providers, while still others have targeted very specific neighborhoods to work in.

Some very promising and exciting program outcomes are likely. They include:

1. Development of tutor training modules on how parents can read to children.
2. A tutor training manual and support materials.
3. A videotape of changes in parent-child reading interactions.
4. The exploration of intervention strategies with high risk pregnant teenagers/new parents.
5. Activities which embrace and reflect ethnic and cultural diversity (e.g., story telling).

-more-

FOR FURTHER
INFORMATION
CONTACT:

Cameron Robertson
(916) 322-0374

CALIFORNIA STATE LIBRARY
P.O. BOX 2037
SACRAMENTO, CA 95809

CALIFORNIA STATE LIBRARY
CALIFORNIA LIBRARY SERVICES ACT - SPECIAL SERVICES

1988/89
CALIFORNIA FAMILIES FOR LITERACY
CONTACT LIST

Alameda County Library
Robert Miller
3121 Diablo Avenue
Hayward, CA 94545
(415) 670-6270

Colusa County Free Library
Juliann Cheney
738 Market Street
Colusa, CA 95932
(916) 458-7671

Fresno County Free Library
Carol Scroggins-Wilson
2420 Mariposa Street
Fresno, CA 93721
(209) 488-3871

Hayward Public Library
Rolanda McCowan
835 "C" Street
Hayward, CA 94541
(415) 784-8688

Kern County Library
Pat Osbey
701 Truxton Avenue
Bakersfield, CA 93301
(805) 861-2134

Long Beach Public Library
Nancy Messineo
101 Pacific Avenue
Long Beach, CA 90802-4482
(213) 590-6220

Los Angeles Public Library
Nilah Melik
630 West 5th Street
Los Angeles, CA 90071
(213) 612-3285

Mendocino County Library
Roberta Valdez
105 N. Main Street
Ukiah, CA 95482
(707) 463-4155

Merced County Library
Sarah Ann Freeman
2100 - "O" Street, Room 206
Merced, CA 95340
(209) 385-7412

Napa City-County Library
Frances Williams
1150 Division Street
Napa, CA 94559-3396
(707) 253-4283

National City Public Library
Russ Hamm
200 East 12th Street
National City, CA 92050-3399
(619) 474-2142/2129

Oakland Public Library
Kathy Page
125 - 14th Street
Oakland, CA 94612
(415) 273-3270

What is to be learned will be shared as widely as possible. Some 300+ families are expected to participate in these programs in the year ahead. A list of the grant award follows:

1988/89 GRANT AWARDS (Effective 7/1/88)
California Library Services Act - Special Services
Families for Literacy

Alameda County Library	\$ 30,000
Colusa County Library	30,000
Fresno County Library	30,000
Hayward Public Library	13,400
Kern County Library	30,000
Long Beach Public Library	11,761
Los Angeles Public Library	30,000
Mendocino County Library	25,930
Merced County Library	29,570
Napa City/County Library	29,025
National City Public Library	15,836
Oakland Public Library	27,987
Pasadena Public Library	30,000
Richmond Public Library	29,161
Riverside City/County Public Library	17,301
San Bernardino County Library	30,000
San Francisco Public Library	50,400
San Mateo Public Library	16,585
Santa Ana Public Library	30,000
Siskiyou County Public Library	29,060
Stockton/San Joaquin County Library	26,600

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67

Pasadena Public Library
Pam Groves
285 East Walnut Street
Pasadena, CA 91101
(818) 405-4045

Richmond Public Library
Paula Davis
325 Civic Center Plaza
Richmond, CA 94804
(415) 620-6565

Riverside Public Library
Joyce Vickery
La Sierra Branch
4600 La Sierra Avenue
Riverside, CA 92505
(714) 688-9302

San Bernardino County Library
Melanie Daniels
104 W. Fourth Street
San Bernardino, CA 92415-0035
(714) 387-5738

San Francisco Public Library
Shelley Sorenson
Civic Center
San Francisco, CA 94102
(415) 621-READ (7323)

San Mateo Public Library
Maura Okamoto
Marina Branch
1530 Susan Court
San Mateo, CA 94403
(415) 341-3425

Santa Ana Public Library
Sandra Newkirt
122 North Newhope Street
Santa Ana, CA 92705
(714) 554-3455

Siskiyou County Library
Nancy Duff
730 Fourth Street
Yreka, CA 96097
(916) 842-5027

Stockton/San Joaquin County
Public Library
Gayle Cole
605 N. El Dorado Street
Stockton, CA 95202
(209) 944-8639

Gary E. Strong
California State Librarian
(916) 445-4027

Yolanda J. Cuesta, Chief
Library Development Services
(916) 322-0372

Cameron D. Robertson
CI SA Program Manager (LDS)
(916) 322-0374

Al Bennett, Literacy Specialist (LDS)
(916) 322-0377

Paul Kiley, Community Organization Specialist (LDS)
(916) 324-7358

Kristi Brenneise, FFL Program Secretary (LDS)
(916) 322-0378

Library Development Services (LDS) Bureau
1001 - 6th Street, Suite #300
Sacramento, CA 95814

*****III*****

Curtis Purnell, Fiscal Analyst (CSL)
(916) 445-5847

Janet Schwall, Local Assistance Analyst (CSL)
(916) 445-5847

California State Library (CSL) - Library/Courts Building
Mailing Address:
P.O. Box 942837, Sacramento, CA 94237-0001
ATTN: Fiscal Office, Room 215

Documents requiring special handling, (UPS, Federal Express,
etc.) **MUST BE MAILED TO THE (CSL) STREET ADDRESS:**

California State Library
914 Capitol Mall
Sacramento, CA 95814
ATTN: Fiscal Office, Room 215.

NOTE: ALL REPORTING FORMS should be sent to the **MAILING ADDRESS**
of the **Fiscal Office, ABOVE**, unless requiring special handling.

New York State Library

FY 1988 LSCA Title I and III Project Grants

Family Reading Programs

Buffalo and Erie	Family Reading Program will provide incentives for increasing literacy in young children ages 6 months to 8 years old through the use of lap sits, Read-Alouds and special children's programs.	40,096
Chautauqua-Cattaraugus	This Parent/Child Reading Program will encourage development of reading habits of young children ranging in ages infant to 8 years old and provide materials to meet parenting needs.	38,150
Chemung-Southern Tier	This Literacy Project will assist members of families who are "at risk educationally" to actively participate in discovering information and resources available.	34,700
Finger Lakes	This Parent/Child Reading Project will promote the value of reading to the economically disadvantaged parents and their children through story hours, reading activities and meetings about learning and reading skills.	36,500
Four County	Family Reading Project will assist parents and caregivers in their roles as primary educators by providing materials, workshops and facilitators to address the literacy needs.	20,850
Mid-Hudson	Reading Together Project will promote literacy and library use in families at risk in its service area.	45,980
Mid-York	Family Reading Program will provide a systematic approach to making parents and children from birth to five aware of the public library as an educational tool.	43,850
Mohawk Valley	Library Family Centers will serve families in four counties as a multimedia resource area for parenting materials and as a referral and awareness center for family agency services.	48,660

Nassau	Baby Wise Project will introduce new parents ages 14-29 who are in the "at risk" category to the value and pleasures of reading with their babies.	48,648
Nioga	Let's Read Together Project will develop a multifaceted family reading program including library-based instructional and story hour programs.	46,105
North Country	Family Literacy Program will introduce parents and children to the importance and pleasure of reading in the home through lectures, author visits and storytellers.	34,135
Onondaga County	Reading Begins At Home Project will assist parents in understanding the value of reading books and using the library.	20,300
Pioneer	Reading Begins At Home Project will promote the importance of family reading and encourage regular use of the library.	50,000
Queens Borough	Read Aloud Project will emphasize importance of family reading aloud in the development of language skills, This will be accomplished through workshops and resource centers of reading materials, parenting information and suggested reading materials.	50,000
Ramapo Catskill	Family Reading Program will encourage families with young children to use the library, attend family programs and become life long readers and library users.	46,006
Southern Adirondack	Family Reading Program will promote literacy in young children by making available activity/reading programs, workshops on storytelling and reading aloud to children.	9,815
Suffolk Cooperative	Family Reading Program will stimulate pre-literacy and literacy activities for children and their families, teachers and librarians.	48,405
	TOTAL	\$701,200

Corrected
1/9/89

937

FAMILY ENGLISH LITERACY

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
<u>ALASKA</u>					
Southwest Region S.D. P.O. Box 90 Dillingham, Alaska 99576 (907) 842-5287 Esther Ilutsik	T003J80072	1/3	Yupik	300	<ul style="list-style-type: none"> o Literacy through ANCSA content. o Paired learning activities. o Home/school activities.
<hr/>					
<u>ARIZONA</u>					
Pima Community College, Office of Bilingual Education and International Studies P.O. Box 3010 Tucson, AZ 85702 (602) 884-6572 Hank Oyama	T003J80069	1/3	Yaqui Spanish	200	<ul style="list-style-type: none"> o Literacy instruction in Spanish and English. o Home/school activities. o Interagency coordination. o Language experience approach.
<hr/>					
<u>CALIFORNIA</u>					
Baldwin Park U.S.D. 3699 North Holly Ave Baldwin Park, CA 91706 (818) 962-2311 Augustin Ramirez	T003J80066	1/3	Spanish	150	<ul style="list-style-type: none"> o Structured ABE/ESL instruction. o Competency-based curriculum. o Home/school strategies. o Occupational knowledge.
Centralia S.D. 6625 La Palma Ave Buena Park, CA 90620 (714) 228-3188 Lara Sanchez	T003J80044	1/3	Spanish Korean Chinese	287	<ul style="list-style-type: none"> o Project ASSIST. o Competency based curriculum. o ESL instruction o Parent/Family skills training. o Acculturation

2

720

skills.

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF-SCHOOL YOUTH	DISTINGUISHING FEATURES
Fremont U.S.D. Office of Bilingual/ESL Services 4210 Technology Dr. Fremont, CA 94537-5008 (415) 659-2531 Carmen Melendez	T003J80043	1/3	Spanish	120	<ul style="list-style-type: none"> o Structured ESL instruction. o Basic skills instruction. o Parent skills training. o Survival skills.
Gilroy Unified S.D. 7663 Church Street Gilroy, CA 95020 (408) 842-7748 Teresa M. Wenig	G008635266	3/3	Spanish	300	<ul style="list-style-type: none"> o ESL instruction. o Reading, writing, computer literacy. o Computermobile.
National Council of La Raza 548 South Spring St. Suite 802 Los Angeles, CA 90013 (213) 489-3428 Lori Drum	T003J ⁹ 0031	1/3	Spanish	200	<ul style="list-style-type: none"> o PACLIM Model. o Language Experience. o Interagency coordination. o Literacy contract
Sacramento - Stockton, FELP Cross Cultural Resource Center California St. U. 580 University Ave. Suite A Sacramento, CA 95825 (918) 929-3708 Grace Holt	G008635271	3/3	Hmong Khmer Laotian Mien, Spanish Cantonese	100	<ul style="list-style-type: none"> o Eclectic instructional approach. o TPR, Natural Language Approach, o Language Experience Approach. o ESL instruction. o Parent skills training.



505

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF-SCHOOL YOUTH	DISTINGUISHING FEATURES
Santa Clara County Office of ED 100 Skyport Dr. San Jose, CA 95115 (408) 947-6825 Sherrie R. Yabu	G008635270	3/3	Cambodian Laotian Viet- namese	200	<ul style="list-style-type: none"> o TRP approach. o ESL instruction. o Parent training. o Instructional T.V classes. o 3 school dis- tricts.
San Francisco U.S.D 135 Van Ness Ave. San Francisco, CA 94102 (415) 565-9713 Ligaya Avenida	G008635269	3/3	Chinese Spanish Filipino Asian- Languages	80	<ul style="list-style-type: none"> o Structured mini- English courses. o Seminars in schoo operations. o Informal training sessions w/parent teachers and scho administrators. o Facilitates refug acculturation.
Solana Beach S.D. 309 N. Rios Ave. Solana Beach, CA 92075 (619) 755-8000 Eleanore R. Topo- lovac	T003J80040	1/3	Spanish	75	<ul style="list-style-type: none"> o Language exper- ience approach. o Modeling of "lit- eracy behaviors." o Parent skills training. o Interface with <u>Books and Beyond</u>, JDRP validated reading program.
Stockton U.S.D. Bilingual Ed. Dept. 701 N. Madison Stockton, CA 95202 (209) 944-4514 Dorcas Lopez	T003J80022	1/3	Spanish Cambodian Laotian Hmong Vietnam- ese	150	<ul style="list-style-type: none"> o TOLEM Model. o Communicative approaches. o Sheltered English instruction. o Basic Skills.

4

465

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
<u>COLORADO</u>					
Denver City S.D. #1 Family English Literacy Project Kunsmiller Community School 2250 So. Quitman Denver, CO 80219 (303) 936-1795 Manley Daniel	G008635278	3/3	Spanish Laotian Viet- namese Cam- bodian Hmong	200	<ul style="list-style-type: none"> o Cross-cultural training. o Eclectic instructional approach. o ESL literacy instruction. o Survival skills training.
University of Colorado/Regents Dept. of Education Campus Box 249 Boulder, CO 80309- 0249 (303) 492-5419 Art Campa	T003J80039	1/3	Spanish	75	<ul style="list-style-type: none"> o Competency-based curriculum. o ESL literacy instruction. o IEP's for each participant.
<u>DISTRICT OF COLUMBIA</u>					
District of Columbia Public Schools 35th & T Sts., N.W. Washington, D.C. 20007 (202) 673-3551 Maria Tukeva	G008635272	3/3	Multi- languages	120	<ul style="list-style-type: none"> o ESL instruction. o Basic Skills. o Competency-based CAI. o Mastery learning. o Adaptation of district's comprehensive competencies program
Spanish Educational Development Center 1840 Kalorama Rd., N.W. Washington, DC 20009 (202) 462-8848 Mary Stern	T003J80032	1/3	Spanish	70	<ul style="list-style-type: none"> o Native language literacy. o ESL instruction. o Parent skills training. o Community outreach.

70

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1550

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
FLORIDA					
Florida Inter- national University College of Education Tamiami Campus Miami, FL 33199 (305) 554-2647 Delia Garcia	G008635268	3/3	Spanish Haitian Creole	150	<ul style="list-style-type: none"> o ESL instruction. o Literacy. o Parent skills training. o Cooperative model which includes LE/ CBO and IHE. o Adoption of CASAS, o Dade and Broward counties.
ILLINOIS					
Northwest Education Cooperative Community Conso- lidated School District #54 500 South Dwyer Arlington Heights IL 60005 (312) 870-4106 Dennis Terdy	G008635274	3/3	Multi- languages	190	<ul style="list-style-type: none"> o Project H.E.L.P. o ESL instruction. o Basic survival skills. o Parent tutoring skills.
St. Augustine College 1333 W. Argyle St. Chicago, IL 60640 (312) 878-8756 Joaquin Villegas	T003J80037	1/3	Spanish	660	<ul style="list-style-type: none"> o Native language literacy instruc- tion. o Parent effective- ness training. o Counseling and referral. o ESL instructi n.
MASSACHUSETTS					
The Network, Inc. 290 So. Main St. Andover, MA 01810) 470-1080	G008635314	3/3	Multi- languages	550	<ul style="list-style-type: none"> o Home Team Project o QUILL, micro- computer based writing program. o Adapted curricula o MA, RI, CT

7B5

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
University of MA, Boston College of Arts and Sciences Harbor Campus Boston, MA 02125- 3393 (508) 929-8349, 8351 Elsa Auerbach Donaldo Macedo	G008635277	3/3	Haitian Creole Portu- guese Spanish Asian Cape- verdean	150	<ul style="list-style-type: none"> o Urban focus. o ESL instruction. o Reading and writing instruc- tion. o Training of paren and literacy specialists. o Curriculum develc ment process.
<u>MICHIGAN</u>					
Detroit City School District Legislative Affairs 5057 Woodward Ave. Detroit, MI 48202 (313) 494-1711 Felix Valbuena	G008635273	3/3	Multi- languages	500	<ul style="list-style-type: none"> o ESL instruc- tion. o Practical urban life skills. o Effective parent- ing skills. o Collaborative in- itiative of Dept. of Bilingual Ed. and Adult Ed.
Grand Rapids P.S. International English Center 143 Bostwick N.E. Grand Rapids, MI 49503 (616) 246-5145 Patricia Caterino	T003J80019	1/3	Multi- languages	125	<ul style="list-style-type: none"> o Native language literacy. o ESL instruction. o Interagency co- operation. o Vocational coun- seling. o Parent skills training.

1060

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
Oak Park S.D. Bilingual/ESL Dept 13900 Granzon Oak Park, MI 48237 (313) 548-4484 Wisam Sirdenis	G008635312	3/3	Chaldean	120	<ul style="list-style-type: none"> o Survival English skills. o Literacy instruction. o Parenting skills. o Audio-visual instructional approach. o Structured learning activities for Pre-K children, and parents.
MINNESOTA					
Lao Family Community of MN Inc. 976 West Minnehaha Ave. St. Paul, MN 55104 (612) 487-3466 Judy Saumweber	G008635275	3/3	Hmong	420	<ul style="list-style-type: none"> o ESL instruction. o Math instruction. o Hmong literacy. o Survival skills. o Parent training. o Employment readiness. o Inter-agency cooperation between St. Paul P.S. & Adult Basic Ed.
MISSISSIPPI					
Biloxi Separate S.D. Bilingual Education 950 Bellman St. Biloxi, MS 39530 (601) 374-1922 Jude Lupinetti	T003J80046	1/3	Vietnamese Spanish Tagalog	520	<ul style="list-style-type: none"> o ESL instruction. o Native language literacy. o Parent effectiveness training. o Peer facilitators

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585

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES

MON<u>TANA</u>					
Lame Deer P.S. District #6 Box 93 Lame Deer, MT 59043 (406) 477-6431 Anna Ansdan	T003J80063	1/3	Northern Cheyenne	80	<ul style="list-style-type: none"> o English language instruction. o Home tutoring. o Parent/child activities. o Parent skills training.
NEW_Y<u>ORK</u>					
CSD #2 NYC Board of Education 210 E. 33rd St. New York, NY 10016 (212) 481-1666 Christine Lin	T003J80054	1/3	Spanish Chinese	225	<ul style="list-style-type: none"> o Project FLAME. o ESL instruction. o Functional communicative approach. o Language experience. o Curriculum development process.
CSD #3 NYC Board of Education 300 W. 96th St. New York, NY 10025 (212) 678-2915 Milton Graciano	T003J80053	1/3	Spanish Haitian Creole	250	<ul style="list-style-type: none"> o ESL instruction. o Teacher training. o Parent skills training.
N<u>ORTHERN_MARIANAS</u>					
Northern Marianas College P.O. Box 1250 Saipan CM 96950 234-6932 Jay Siska	6008635267	3/3	Caroli- nian Chamarro	30	<ul style="list-style-type: none"> o ESL instruction. o Parent tutoring skills. o Employment preparation.

670

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF-SCHOOL YOUTH	DISTINGUISHING FEATURES
<u>PALAU</u>					
Palau Bureau of Education Bilingual Ed. P.O. Box 189 Koror, Palau TTPI 96463 <i>Ane Mary E Elly</i>	G008635478	3/3	Palauan	90	<ul style="list-style-type: none"> o Structured ESL instruction. o Native language reading and writing literacy. o Parent tutoring skills.
<u>PUERTO RICO</u>					
Puerto Rico Dept. of Ed. P.O. Box 759 Hato Rey, PR 00919 (809) 756-5200 <i>5820</i> Carmen M. Morales	T003J80056	1/3	Spanish	350	<ul style="list-style-type: none"> o SSL and ESL instruction. o Subject area instruction. o Interagency cooperation.
<u>UTAH</u>					
Ute Indian Tribe Education Division P.O. Box 190 Fort Duchesne, UT 84026 (801) 722-2331 Ina Chapoose	G008635276	3/3	Ute	50	<ul style="list-style-type: none"> o ESL instruction. o Pre-employment training. o Parent tutoring skills. o In-service staff training.
<u>TEXAS</u>					
El Paso Community College P.O. Box 20500 El Paso, TX 79938 (915) 775-6082 Carol Clymer	T003J80035	1/3	Spanish	180	<ul style="list-style-type: none"> o ESL instruction. o Paired learning activities. o Home school activities. o Ethnographic Stuc

80

GRANTEE	GRANT NUMBER	YEARS	LANGUAGES	ADULTS, PARENTS, OUT-OF- SCHOOL YOUTH	DISTINGUISHING FEATURES
Intercultural Development Research Associates 5835 Callaghan Rd. Suite 350 San Antonio, TX 78228 (512) 684-8180 Liz Garza	T003J80042	1/3	Spanish	200	<ul style="list-style-type: none"> o Project SCALE o Televised literac and classroom instruction. o Parent leadership training. o Supplementary pri materials to acc pany T.V. lessons

THE PARENT EDUCATIONAL OPPORTUNITIES PROGRAM

sponsored by

THE NEW YORK CITY ADULT LITERACY INITIATIVE

for the

PARENTS OF PROJECT GIANT STEP

City of New York

The Mayor's Office of Youth Services

August, 1988

THE PARENT EDUCATIONAL OPPORTUNITIES PROGRAM

The Parent Educational Opportunities Program offers a series of mini-courses designed to complement the ongoing Parent Involvement Component of Project Giant Step (PGS). The Program is in the second year of a pilot designed to promote and develop literacy and English language skills of parents of young children. Four, six, eight and twelve week mini-courses will be offered to parents at PGS sites during three cycles of the 1988-89 school year. Although preference will be given to PGS parents, all parents are encouraged to participate.

THE MINI-COURSES

Read Together, Read Aloud

Boning Up on Basic Skills

Managing It Better

¿Habla Inglés?

How to Help Your Children Do Well in School

Journal Writing: Capturing Your Own Stories on Paper

Deciding Job Options

AHEAD

Address: 4182 South Western Ave.
 Los Angeles, CA 90062
Phone number: (213) 295-8582
Director: Genethia H. Hayes, Director
TYPE: PARENT EDUCATION; INTERGENERATIONAL/MIXED

I. GENERAL OVERVIEW OF THE PROGRAM

Project AHEAD (Accelerating Home Education and Development), attempts to support children's intellectual and academic development by working intensively with parents for many years. Family consultants visit the homes of families enrolled in the program and make outreach efforts that include contacting parents if teachers refer families to them. Consultants work with families to develop parenting skills, to increase participation in the schools, and to help parents make the most of learning opportunities found in homes. Home activities encouraged include talking with children, reading aloud and playing games together. Families of children between the age of 3;9 and grade three are visited once every two weeks in their home and meet with other families in cluster meetings once a month. Child care and dinners are provided at evening cluster meetings. Families with children in grades four to six are encouraged to attend monthly cluster meetings and workshops.

Literature for families is sent to participants. This includes information on parenting issues (e.g., discipline, nutrition, reading development), and "appetizers", which are suggestions of activities that can be done in the home. Twice a year the appetizer includes a list of skills (e.g., spelling words, sight words) appropriate for children for each elementary grade level. Special events sponsored by AHEAD include a mid-year skills event that gives parents a chance to evaluate their child's progress.

The program also provides training workshop for teachers, helping them to work better with families. In addition to their other roles, consultants may serve as advocates. For example, they recently have helped parents get library cards and have worked to increase the awareness of a community library of the need to provide programs and materials appropriate for its bilingual population. Consultants also may help parents deal with social service agencies and may encourage parents to take steps to improve their own literacy skills. *

II. BASIC PROGRAM DETAILS

WHEN ESTABLISHED: 1977

WHERE BASED: Southern Christian Leadership Conference

COMMUNITY SERVED: The community is mixed, with 30% being Hispanic (El Salvador, Nicaragua predominately), 40% being black and 30% of Mexican-American origin. All families are AFDC eligible, with nearly all earning less than \$15,000 per year.

AGES OF CHILDREN AFFECTED: 3;9 to grade 6

SIZE OF PROGRAM:

Number of parents served per month: In 1987 2100 families were served.

Number of paid staff: The project employs ten full-time family educators, three full-time programmers and three part-time workers.

Number of volunteers (and role played): About 50 casual volunteers continually provide support, but the program could use closer to 75 such volunteers.

III. FUNDING SOURCES AND AMOUNT

The budget for the 1987-'88 fiscal year was \$377,199. This reflected a drop of \$100,000, the first such cut the program has experienced. It is supported heavily by the Martin Luther King Legacy Association and it also receives funds from the Los Angeles School District.

IV. SPECIALLY INTERESTING LITERACY ASPECTS OF PROGRAM

Family consultants help parents increase the opportunities for children to learn in the home and they also help the school provide materials that appropriately children's academic progress. Experience has shown that the large majority of parents they work with are functionally illiterate; therefore workers also attempt to help parents improve their reading skill. Finally, a Summer Reading Program coordinated with libraries and bookmobiles helps improve access to libraries by showing parents how to use libraries and helping them to get library cards. Additionally, parents are shown how to read and discuss books with their children.

V. EVALUATION INFORMATION

The Summer Reading Program is too new to have been evaluated formally, but in a library in the heart of Watts, 63 families showed up the first day of the project. Another librarian called the project and said that 40 parents had come in asking for project materials and asked to sign up for library cards on one day.

VI. ADDITIONAL INFORMATION

AHEAD provides the most intensive and long-lasting support to families of any project I identified. The director, Genethia Hayes said that experience has shown that such extensive contact is needed if behaviors of the parents are to be altered in an enduring fashion. Also critical to the project is the fact that, for the most part, it hires people from the community served by the project.

Avance

Address: 1226 Northwest 18th Street
San Antonio, Texas 78207

Phone number: (512) 734-7924

Director: Gloria Rodriguez, Executive Director
(Marcelles Collon provided the information)

TYPE: PARENT EDUCATION/TUTORIAL; INTERGENERATIONAL/PRESCHOOL

I. GENERAL OVERVIEW OF THE PROGRAM

The program is designed to help children do well in school by teaching parents to teach their children and by meeting the needs* of the parents. Three types of curricula are offered: a Basic Parenting Program, a basic literacy and English as a Second Language program, and a high school Graduate Equivalency Program. Additionally, community college courses are offered at Avance.

For the Basic Parenting Course, the core of the project, parents who have children between the ages of birth and three, attend classes which teach a curriculum developed by the program that covers all aspects of child development between the ages of birth to late preschool. Parents are encouraged to apply their knowledge to their own child-rearing by encouraging discussions in class that stress applications to home life, by taking trips that include parents and children, and by showing parents how to make and use toys. Also, during the 9 month program, all mothers are strongly urged to spend at least 12 hours in the day care, where they can see staff model appropriate behaviors and they can practice these behaviors themselves.

The Basic Program takes 9 months with weekly three hour meetings. The end of it is marked by a graduation ceremony that is held at a local university. Children who attend day care during the classes also receive certificates at this ceremony. The certificate is useful for mothers interested in obtaining work in settings that serve children.

A new program is just beginning that involves males who are fathers or serve as father figures (e.g., brothers, uncles, etc.). It will be held in evenings at on weekends and will deal with parenting issues, but will substitute carpentry for toy making.

The classes are free to the participants, who are recruited from the Hispanic areas of San Antonio. The program is well-known and well respected throughout the community, enabling Avance to maintain high enrollments in its classes.

II. BASIC PROGRAM DETAILS

WHEN ESTABLISHED: 1972

WHERE BASED: In three sites, each of which has its own building
COMMUNITY SERVED:

Avance primarily serves the local Hispanic community. About 90% of its participants are Hispanic, most of the remainder are black, but there also are some poor Anglos. All participants'

incomes are below the poverty line and most have annual incomes below \$5,000.

AGES OF CHILDREN AFFECTED:

Parents of children between birth and three are eligible for the basic parenting course

SIZE OF PROGRAM:

Number of parents served per month: Minimum of 60 per center per month; 700 to 900 per 9 month cycle

Number of paid staff: 36

Number of volunteers (and role played): Parents are urged to volunteer in the day care center at least 12 hours during their 9 month class

III. FUNDING SOURCES AND AMOUNT

Avance is funded through public and private sources. Public money comes from the federal government (10%), the city (33%) and the state (5%). Private money comes from the United Way (15%) and private foundations (33%). The budget for 1988 is \$740,000.

IV. SPECIALLY INTERESTING LITERACY ASPECTS OF PROGRAM

The focus of the program is on helping children do well in school; therefore parenting classes deal with the importance of early intellectual stimulation. Especially emphasized is the importance of encouraging children to talk in English or in Spanish. The importance of striving to build children's vocabularies is stressed as is the value of getting children to tell stories.

Practical experiences encouraging language include taking mothers to the library and helping them to use its resources. Also, mothers and children are taken on field trips and mothers are encouraged to take advantage of the educational opportunities of this experience. Ideas for fostering language and intellectual development in the home are provided by the toy making workshops. Toys are made and parents are provided "possibility sheets" suggesting ways to use the toys. Early literacy experiences are provided to children by having parents make books with their children. Each parent makes two or three books which she takes home and reads with her child. Finally, there is a lending system that enables parents to borrow books to read with their children at home.

In addition to the literacy experiences with their children, adult literacy also is stimulated by providing magazines to parents, by writing on the blackboard during classes, and by providing paper and folders for note taking during the classes.

Family English Literacy

Address: Florida International University

Phone number: (305) 554-2647

Director: Delia C. Garcia, Project Director

TYPE: PARENT EDUCATION/TUTORIAL, INTERGENERATIONAL/ELEMENTARY

I. GENERAL OVERVIEW OF THE PROGRAM

The goal of this program is to provide parents instruction in English as a Second Language, to improve their English literacy proficiency, to improve their parenting skills, and to provide them information needed to increase school involvement. This program also is attempting to demonstrate the value of cooperation among varied agencies, including the university, local school systems and community-based programs.

The program targets selected schools that have high concentrations of Haitian and Hispanic families in Brade and Brower Counties in Florida. Parents are informed of the program and sign up for a series of E.S.L. classes. These classes meet two or three times a week for two to three hours per session for a total of 90 to 100 hours. Children are cared for on-site while parents are in the classes. They engage in varied activities that include but are not restricted to work that supports improvement of reading, writing and language skills.

In the classes for adults approximately 80% of the time is spent developing English that will help parents cope with pressing survival demands such as job interviews, transportation, and housing. The other 20% of time deals with parenting skills and other information designed to boost children's academic progress. Parenting information covers issues such as how to communicate with children and implications of raising children in a different culture from the one in which the parents grew up. School-oriented information acquaints parents with how schools function, encourages school involvement (e.g., participation in P.T.A., attendance at school conferences) and provides information used to help tutor children at home. Tutoring content comes from manuals provided by school systems that describe the competency tests given in 3rd, 5th, 7th and 11th grades. These manuals are translated into Spanish and contain multiple choice questions. For each school-age child parents are given the appropriate manual and the question answers.

II. BASIC PROGRAM DETAILS

WHEN ESTABLISHED:

1986; but is an extension of earlier programs funded since the early 1980's.

WHERE BASED: Florida International University

COMMUNITY SERVED:

Brade and Brower Counties in Florida. Approximately 85% of the parents are Hispanic, many of whom are from South and Central America (especially Nicaragua now). There also are a number of Mexican-Americans being served. The other 15% are Haitian or are migrants. Income levels are all below \$15,000. per yr.

AGES OF CHILDREN AFFECTED:

Targeted schools are primarily at the elementary level (kindergarten to 6th grade), but some junior highs also have been targeted. Because parents often have several school-aged children, a broader age range is affected.

SIZE OF THE PROGRAM:

Number served per month:

Number of paid staff:

one secretary; one full-time coordinator; 7-8 part-time E.S.L. instructors hired on hourly basis (about 6-8 hours per week) to teach classes. Child caretakers also are paid.

Number of volunteers (and role played):

None

III. Funding Sources and Amount

The project is funded by the Office of Bilingual Education and Minority Language Affairs under Title 7. The current yearly budget is \$129,000. Funding is now in the second year of a three-year cycle. At the end of this time the program will have to re-submit to obtain additional funding.

IV. Specially Interesting Literacy Aspects of Program

Parents are encouraged to talk with their children in any language and are encouraged to read to their children. Tips on how to read to children are provided. Manuals are provided that deal with reading, writing and math competencies that parents are encouraged to use with their children. Parents also are encouraged to have their children read to them.

V. Evaluation Information

The current program has not yet been evaluated, though a formative evaluation is now being done. Previous programs that were ancestors to this one have been evaluated. Parents Assisting in Learning (PAL), a project run in 1986-1987 that included 24 hours of work with parents across one semester, was evaluated. Parents were pre- and post-tested for English competence, on parenting knowledge and on the degree of academic involvement they have with the children's education. Significant changes were found for all aspects of parent knowledge tested and for degree of parental involvement in school (except for attendance at PTA meetings).

Student progress was assessed by comparing scores on the Iowa Test of Basic Skills for children who were in the project with others who were asked to join but declined. Differences were found in math, but not in reading or writing. Assessment of children's behavior in class found slight, but not statistically significant, improvements.

Collaborations for Literacy

Address: Dr. Ruth Nickse
 Adult & Continuing Education
 School of Education
 605 Commonwealth Ave.
 Boston, MA 02215

Phone: (617) 353-4667

TYPE: TUTORIAL, INTERGENERATIONAL/MIXED

Directed by Ruth Nickse, who is on the faculty of Boston University, this project was begun in 1983. It began as part of a project that initially involved 18 schools that were given money to fund work study students to work as literacy tutors. Collaborations for Literacy evolved into a very complete project that trains students for over 100 hours in adult literacy and sends them into the community to work with parents.

Working at sites in the community, students coach parents with low literacy skills in how to read to children and in how to establish environments supportive of literacy. Tutors meet with their students once or twice a week for about 1 1/2 hours per session. Among other materials, books featured on the television program Reading Rainbow have been used. Once students have progressed sufficiently they are referred to classroom-based instruction at a community school that is associated with the project.

Currently it is funded by varied sources including both public agencies and private corporations (e.g., B. Dalton Bookstores). It is also noteworthy for its coordination of different community agencies that include Boston University, a community school, and the Massachusetts Board of Library Commissioners. Recently the project has expanded its efforts by opening a Family Learning Center on Commonwealth Ave. that is open 9 - 9 MWF and 9 - 6:30 Tu & Th. The space is donated by Boston University. The Family Learning Center provides programs to support literacy skill development of children and adults, demonstration of uses of technology and more traditional approaches to facilitation of literacy development, and research activities that address problems of adult reading and writing development.

Resources:

- Nickse, R.S. & Englander, N. (1985). Collaborations for literacy: Administrator's Handbook. Institute for Responsive Education. (\$6.00 each)
- Staryos, M. M. & Winig, L. (1985). Collaborations for literacy: Tutor's handbook. Institute for Responsive Education. (\$6.00 each)

VI. Additional Information

The evaluation was reported in a paper:

Reyes-Gavilan, M.; Garcia, D.C. & Diaz, V.T. (1987, April).
Parents assisting in learning: Educational implications for
bilingual education. Paper presented at the annual Convention of
the American Educational Research Association, Washington, D.C.

The Family Program

TYPE: PARENT EDUCATION, PRESCHOOL

The Book & Game Club

TYPE: ENRICHMENT FOR CHILDREN, ELEMENTARY

Mother's Reading Program

TYPE: TUTORIAL, INTERGENERATIONAL/MIXED

Address: The American Reading Council

45 John St, Room 811

New York, NY 10038

Phone number: (212) 619-6044

Director: Julie R. Palmer

I. GENERAL OVERVIEW OF THE PROGRAM

The American Reading Program runs several innovative literacy-oriented programs. Several programs are based in The Friendly Place, an informal paperback library/bookstore. Books are arranged topically, are displayed with the front cover showing, and include many in books written in Spanish. No overdue fines are charged and the librarian is bilingual.

One section of the Friendly Place is used to conduct the Family Program, a project for preschoolers between 18 months and three years and their mothers. Twice a week in the morning parents and children engage in structured activities designed to help introduce children and mothers to books and creative play. Reading aloud is modeled, children are introduced to finger play, painting, number games and to music-related activities. Parents are helped to develop skills choosing and reading books aloud. Additionally, workshops on topics relevant to parenting (e.g., discipline, human sexuality, nutrition) are provided.

The Book & Game Club operates out of the Friendly Place after school, serving children between the ages of 5 and 12. It also has been adopted and run by schools, community centers, churches and neighborhood associations. Children hear books read and discuss them and play games requiring skill and strategy. Children are organized into groups of 4-6 which are led by staff or junior staff members or volunteers (parents and grandparents). The junior staff used often are parents.

The Mother's Reading Program is an adult literacy program for mothers of children attending Head Start. Most of the students speak little English and all are beginning readers. The project uses the philosophy and methodology of Paulo Friere, teaching mothers to read and write by examining their own life circumstances. Writing is an important part of the project, as mothers write both fiction and expository accounts of their experiences. Students are encouraged to share what they have learned with the children. Mothers and children are encouraged to read aloud to each other both trade books and their own writing.

II. BASIC PROGRAM DETAILS

WHEN ESTABLISHED: The Friendly Place opened in 1981

WHERE BASED: The Friendly Place is housed in Harlem, the Mother's Reading Program operates in the Lower Eastside of Manhattan.

COMMUNITY SERVED: Low-income racial and linguistic minorities

AGES OF CHILDREN AFFECTED: varies by program (see details above)

SIZE OF PROGRAM: over 4,000 were served between the years 1981 - 1987.

Number of parents served per month: not available

Number of paid staff: a total of 4 staff run the programs

Number of volunteers (and role played): Volunteers play an important role in all of the programs, with 7 - 12 being active at any one time. Often they are parents of children who have benefitted from the programs.

III. FUNDING SOURCES AND AMOUNT

Foundations provide about half the projects' support with the remainder being provided by public funds. The budget for the Friendly Place was between \$15,000 and \$20,000 in 1987 and the total budget for the American Reading Council was \$180,000.

IV. SPECIALLY INTERESTING LITERACY ASPECTS OF PROGRAM

Other after-school programs run at the Friendly Place also support literacy. There is a poetry contest for 12- to 16-year-olds and an essay contest for the same age group.

VI. ADDITIONAL INFORMATION

Beginning in the fall of 1988, a new program, Our Place, will be launched. This is for children in grades 3 to 5 and uses arts in the city to encourage children's creative uses of oral and written language.

New Reader Reading and Writing Project

**Address: Anne E. McLaughlin
New Reader and Reading and Writing Project
40 Washington St.
Quincy, MA 02269**

TYPE: LIBRARY/TUTORIAL, INTERGENERATIONAL/ELEMENTARY

Since 1985, this project has provided tutoring to adult non-readers by recruiting and training tutors. Recently this project has branched out to provide services to low-income first and second grade children. Children will be bused from school to a library, where they read with senior citizens. Parents also are invited to participate in reading workshops for parents and parents in need of reading tutoring are encouraged to receive tutoring themselves. Additionally, a special collection of books appropriate for young children has been established.

Parent and Child Education (PACE)

Address: Jeanne Heberle, PACE Program Coordinator
 Kentucky Department of Education, Office of Instruction
 Capital Plaza Tower
 Frankfort, KY 40601

Telephone: (502) 564-3921

TYPE: TUTORIAL/PARENT EDUCATION, INTERGENERATIONAL/PRESCHOOL

In 1986 Kentucky established PACE programs in twelve school districts in areas of the greatest educational and economic need (i.e., 60% or more of the adults in a county lacking a high school diploma). The program is designed to improve parents' basic academic and parenting skills as evidenced by passing the GED test and/or raising skill levels on TABE by two grade levels and/or enrolling in additional educational or job training. The program also strives to improve enrollee's attitudes toward education, to improve their parenting skills, to support children's early intellectual and socio-emotional development, and to identify children with physical or mental handicaps.

The program is run by local school districts who hire program coordinators. Parents without high school diplomas who have three- or four-year-old children attend classes of 10-15 for three days a week following the regular school hours, with lunch and transportation being provided. Their children attend an on-site preschool program. A minimum of 2 1/2 hours each day is devoted to improving parents' basic skills. In addition to pursuing their own education, parents spend about one hour a day in a joint activity with their child in the child's classroom developing their skill as educators of their children. Parents also receive training to help develop their parenting skills. At the end of the program graduates receive \$50. to be used to purchase educational materials supplies for their children.

Preliminary results from an assessment of the first year's program revealed that over 75% of the parents and children completed at least one cycle of the program, over 50% of the adults received a GED (compared with 15% of a comparable group of non-PACE adults selected through random sampling), and improvements in parents' communications with schools were noted. A more complete assessment, including examination of effects on children's development was conducted during 1987-88. Preliminary indications were that the program was functioning well and providing the desired services.

Source: public information materials from the above address

