ABSTRACT

This document contains an annotated list of 95 resources about and/or for use in adult and family literacy programs. The list includes a wide variety of publications, including background reading materials, parent and teacher guides, program descriptions, reports of research projects, discussions/analysis of government policy, assessment guides/instruments, workshop materials, instructional materials, supplementary resource materials intended for classroom use, and annotated bibliographies. Also included are a list of 6 periodical publications of interest to planners/providers of adult and/or family literacy programs and a list of 10 nonprofit organizations concerned with family and adult literacy. (MN)
RESOURCES FOR ADULT AND FAMILY LITERACY

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ADULT AND FAMILY LITERACY RESOURCES


This report summarizes the results of a study examining 17 promising education programs for disadvantaged families. Successful program characteristics are outlined and suggestions are made for recruitment and retention. An excellent resource for planning programs.


Excellent background reading and conceptual piece. Author provides rationale for the development of family literacy programs within a social-contextual framework. The author stresses the social context and cultural practices that should inform program design.


Literacy Resources listed by region.


Literacy coordinators listed by state.


Lists of persons responsible for adult education programs in each state.

Excellent reader for anyone trying to understand or catch up with the field of adult literacy and the obvious connections between adult and child literacy. Provides a collection of important readings in one volume.

The introduction (4 pages) to this anthology provides useful background information and could be used as a stand alone piece at workshops, etc. This anthology includes writings from important thinkers in the fields of adult and family literacy: Chisman, Fingeret, Stedman, Kaestle, Sticht, Lerche, Diekhoff, Nickse, Auerbach and more. Topics include definitions of literacy, intergenerational literacy, measurement of literacy attainment, and school and workplace literacy.


Very useful exploration of informal assessment measures and their important role in literacy programs. Useful for program assessment.


Excellent book for program planners. Chapters include: Definitions of literacy, the role of the federal government, target populations, learner motivations, nonparticipation issues, goals and purposes of adult literacy programs, and recommendations for research and practice.


Excellent resource and background reader exploring the roots of the family literacy movement, current best practice from field research and results of recent family literacy evaluations. Also includes suggestions for innovative practice, recommendations for future research and directions for changes in policy initiatives. A very useful book to help anyone understand the family literacy movement and determine one's own role in effectively improving and promoting family literacy programs. Excellent bibliography.

Excellent book for use with parents. Offers suggestions for parents on how to prepare children for reading and activities that parents and children can do together at home to engage in reading or prereading tasks. Also includes a reading list of children's books for parents to use. Useful for curriculum and instruction.


Commonly used pre- and post-test assessment instrument in Adult Basic Education. Useful for assessment.


Comparative study of GED (General Education Diploma) certificate holders with regular high school graduates on variables such as knowledge and earning power.


Excellent background reading regarding the role of the federal government in developing a literacy agenda and an exploration of the problems that businesses, schools and communities face in developing successful programs.


This assessment is designed to measure adult life skills, such as reading a newspaper advertisement and using math in everyday life to do such things as balance a checkbook. Useful for assessment.


Details the indicators of program quality that should be considered when developing any adult education program.

This resource list was prepared by Dr. Kathleen J. Mackin, RMC Research Corporation, 1000 Market Street, Portsmouth, NH 03801

Interesting information, but oriented toward international, third world development agencies and problems in developing countries. Useful for background reading.


Useful Guidebook on the issues involved in the validation and program evaluation process. Stresses the difference between statistical and educational significance and outcomes. Could be a useful resource for staff training. Useful for evaluation projects.


This workshop evolved from the *Parents as Partners in Reading* workshop and outlines a method based on language (oral discourse, conversation) to assist parents in becoming literate. Useful for curriculum and instruction.


Reviews the following programs: Marin County Library Family Literacy Program, Parent Readers Program, MOTHER®ED, Project WILL, The Kenan Family Literacy Project, Mother's Reading Program, Take Up Reading Now (TURN). Good resource for program planning.


This small volume gives the reader a glimpse of the discussions that surround the adult education community's approach to the theory and practice of literacy education. There is much discussion in this book about giving decision making power to the adult literacy students. A thought provoking volume. Useful for background reading.


Includes programming, planning, and presentation suggestions for parent oriented library programs. Also includes suggestions for useful children's books. Useful for curriculum and instruction.


To order: The Florida Literacy Coalition, P.O. Box 533372-1214, East Livingston Street, Orlando, Florida, 32853-3372, (407) 894-0726.


Entire volume focuses on family literacy issues.

Fossem, S.V. and Sticht, T.G. (1991). Teach the mother and reach the child: Results of the intergenerational literacy action research project of Wider Opportunities for Women. Washington, DC: Wider Opportunities for Women (WOW), Inc. (43pgs.)

Empirical evidence from the Intergenerational Literacy Action Research Project (ILAR) demonstrating the connection between children's academic gains in school and the mother's current schooling. Findings challenge the notion that adult education programs intervene too late to solve the nation's education skills problems. The authors call for a re-examination and re-investment in the education and training of adult women. Statistical information is useful. Useful for background reading.


Suggestions for recruitment and training of volunteer teachers and tutors.


Annotations of books appropriate for adult new readers. Useful for program development and instruction. Over 300 titles in 11 categories (including leisure reading and job related reading). Includes adult reading level charts and suggestions for materials for tutors and teachers.

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Excellent basic text to help tutors begin to work with adult students. Especially helpful for tutors with little previous experience in education.


Excellent description of programs, including issues of funding and staffing. Includes a brief history of each program. Useful for program planning.


Small publication (15 pages) full of useful information for program managers. Reviews definitions of literacy and provides list of literacy programs, those funded by specific government programs and those funded through private funds. This document provides a good road map through the maze of government funding institutions and private providers of literacy instruction.


Updates the 1990 version reviewed above. Contains review of new legislation since 1990. Useful for background reading.


Excellent resource. Has annotated listing of assessment and evaluation instruments useful for adult literacy and basic education programs. Also includes a section on appropriate tests for ESL. Includes a section on affective outcomes and measures of critical thinking skills. Very Useful.


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A short description of the Kenan Trust Family Literacy Project. Paper includes elements of this most successful program.


This informative report examines literacy levels of all American adults. Copies of this report can be ordered from the following source:

Educational Information Branch  
Office of Educational Research and Improvement  
U.S. Department of Education  
555 New Jersey Avenue, N.W.  
Washington, DC 2C208-5641  
or Call (800) 424-1616

(Contract #99-8-3458-75-052-01).

Princeton, NJ: National Assessment of Educational Progress.

Very useful background reading. Provides information for workshop use and program planning.

This National Assessment of Educational Progress (NAEP) report presents an inventory of the literacy skills of America's young adults, ages 21-25. Background information is presented in easy to read tables and graphs.

Demographic information includes information on the following factors: home environments, early language experience, educational attainment, aspirations, employment status, current reading and writing activities, involvement in community affairs.

Academic information includes: measurement of "core" skills (100 literacy tasks organized into three scales: quantitative, document and prose literacy) and an oral language interview for those who performed poorly on the "core" skills.

Sample items from the assessment are included.

Good for **background reading**. Questions, definitions and current statistics in adult literacy. Chapter entitled, *The Pedagogic Time Bomb: The Children of Non Readers*, could be useful as background reading.


This extensive volume (225) pages offers instructors of adult education useful theoretical information on the whole language approach and explicit lessons in utilizing these techniques in the adult classroom. Appendix also includes examples of adult reading interest inventories, study skill surveys, and teacher/student reading interviews for adults.

This volume is appropriate for those with extensive experience in the teaching of reading.


Useful information on training approaches used for tutors and teachers in programs around the nation.


Background information, guides, and suggestions for teachers may be the most useful part of this kit. Section C, "Teaching a Nonreader to Read to a Child", is especially useful.


Based on the findings of the National Adult Literacy Project. *A very useful, practical, nuts and bolts guide to setting up a literacy program.*
Highlights:
- Recruitment suggestions
- Orientation of new students
- Counseling component of program
- Testing (This section needs to be supplemented)
- Instruction
- Evaluation
- Networking
- Program Management


Useful, informative publication that gives practical suggestions on how to add family literacy activities to adult literacy programs.


Excellent comprehensive guide to literacy program evaluation and adult student assessment. Written in comfortable, easily understood language. Covers up to date discussion of the meaning of literacy, an overview of approaches to evaluation and a useful guide to standardized and alternative methods of testing literacy students. Useful for assessment.


Useful list of programs around the country involved in family literacy. Also contains a suggested list to assist in building a parent-child literacy curriculum, useful videotapes, useful bibliography and a list of potential network organizations.

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The evaluation of 120 Even Start projects for the Department of Education. The 1991-92 evaluation report is also available.


Good background reading. Deals with the problem of a good literacy definition and has an excellent chapter on measuring literacy in America.

Nickse, R.S. (1990). Family and Intergenerational Literacy Programs: An Update of the "Noises of Literacy." Columbus, Ohio: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

Important resource for persons involved in family literacy. Offers excellent background reading on the growth of family literacy programs and current working program models.


This is a set of ten, one-page papers on topics relevant to family literacy programs. The following topics are included in the set: Non-traditional learners, retention, evaluation, collaboration, etc.


Short, but useful document (15pgs) on the issues relevant to family literacy. Content includes: a discussion of the philosophy driving the current interest in family literacy; a review of successful family literacy intervention techniques; and suggestions on instructional design for persons getting involved in family literacy projects.

Some of the family literacy techniques reviewed include: One-on-one tutoring with appropriate parents of Chapter 1 students (Boston Project [BU]); the Paired Reading approach (United Kingdom); the Neurological Impress Model (student and instructor read aloud in unison); and the adult reading curriculum based on children's literature.


This report contains very useful information in understanding the intricacies of funding through the Adult Education Act and the diversity of programs that are supported by that funding. Contains an excellent section on collaboration. Also addresses other major sources of funding for adult basic skills students: JTPA, JOBS (Family Support Act),
Immigration Reform, and Control Act. It examines the delivery of adult education services and information related to program financing, program coordination, participant recruitment and retention, instructional and student support services, student assessment, and adult education teachers and training. Useful in program planning.


Extremely useful as background reading and workshop material. This is an excellent digestible overview of the field of literacy. It features writings from important people in the field, such as Larrick, Chall, and Carbo. Has good information on effective adult programs and the importance of stressing good programs for children.


Extremely useful document for program planning. Beyond outlining successful components of these pioneer programs, this document contains the thoughts of project directors on future directions for change in programs based on insights, feedback, and evaluations.


This handbook describes the model parent/child literacy project undertaken by the El Paso Community College. Actual day to day activities are included. Could be a very useful document in program planning. Also includes an evaluation of the program. Useful in curriculum and instruction.

Reading is Fundamental (RIF): A guide to RIF's family literacy programs. Program Division, 600 Maryland Avenue, S.W. Suite 500, Washington, DC 20024 (202) 287-3220.

Very useful descriptions of various family literacy programs that are in operation around the country.

Ross-Gordon, Jovita M. (1989). Adults with learning disabilities: An overview for the adult educator. Columbus, Ohio: The Ohio State University, Eric Clearinghouse on Adult,
Career, and Vocational Education, Center on Education and Training for Employment.

Very useful practitioner's guide to the diagnosis and remediation of language disabilities in adults. **Good background reading for persons involved in assessment and diagnosis.**


Background reading on the complex array of factors that put young children at risk. Author cites numerous successful parent and child programs that have demonstrated success in reversing a downward educational spiral for children.


Relatively short report (20 pages) detailing results of 1990 survey of 400 state literacy leaders on the status of state literacy initiatives. Study concentrates on the status of leadership for literacy within the states and strategies that are currently in place to deal with adult literacy issues.

This report gives a broad picture of the current status of literacy collaboration within the states.

This could be an excellent reference for program planners and those who need to maintain collaborative relationships for service delivery within the states. Very important for those seeking to bring coherence to the fragmented array of programs in adult literacy and basic skills services. **Contains the survey instrument.**


Documents success of GED graduates in Iowa.


Excellent background reading stressing the need for coordinated efforts in both child and adult services in literacy. Stresses the importance of intergenerational instruction and the need to build on the strengths of culturally diverse groups.


Very detailed account of cognitive processes involved in job/adult literacy training.


Very useful document. Reviews and critiques common standardized tests in Adult Basic Education (ABE) and English as a Second Language (ESL). Also reviews uses and abuses of alternative testing. Good background in assessment.


Short article. List of guidelines for engaging parents in reading activities with children. Applicable to school based programs as well.


Good case studies and vignettes of literacy development in inner-city and multicultural families.

This would be an excellent resource for anyone doing a workshop. A selection of the vignettes could be used to introduce the audience to the types of problems and successes that beginning literacy students encounter.

Stresses the fact that children develop language competence within the context of family interaction and that the family supports the development of literacy in children. Excellent scenarios of families reading together and a detailed account of emergent readers and writers. **Useful in background reading.**


A "must read" for anyone getting involved with literacy programs. This short paper (22 pgs.) outlines the current government regulations regarding literacy and contains an excellent discussion of the current debate over the definition of literacy. Some useful charts and graphs are also included.


Excellent background reader on the topic of literacy. The format is more of a discussion format rather than a "how to" or "what to do" manual (more of a thought piece). Authors include many of the most important people in the literacy movement: Jeanne Chall, Arlene Fingeret, Carl Kaestle, Irwin Kirsch, Thomas Sticht, and Larry Mikulecky. Covers important information on the following topics: literacy definitions, policy implications, and measurement of literacy. **Good background reading.**

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Excellent small, well written publication (45pgs) detailing methods teachers can use in interacting with parents with limited literacy skills. Could be used very successfully in a workshop format.


Excellent thought provoking publication on the problems and concerns surrounding second language learning and its impact on families.


This excellent article clearly defines family literacy programs and briefly describes program models, effective instructional approaches, future directions, and offers an excellent reference list.


Everything you want to know about evaluating family programs (555 pages). Includes case studies, research instruments, and information on "other desired outcomes" for family, parent, and child.


Excellent small publication (31 pages) describing the regulations and major goals of The Family Support Act of 1988 (FSA). The FSA requires states to make educational services available to participants under its new Job Opportunities and Basic Skills Training Program (JOBS).
Knowing that collaboration will be necessary to carry out the mission of this Act, there is a good section in this pamphlet that deals with collaboration. An excellent section details the types of persons served under this act and the types of services that will be required. Excellent short section on the markers of successful adult literacy and basic skills programs.


This small booklet contains very useful information about starting a literacy program. It includes information on funding, financing and training volunteers and teachers. Useful for program planning.


Very useful profiles of AFDC mothers. Could be extremely useful background information for persons planning programs that will involve AFDC mothers. The paper also outlines changes in the provisions of the Family Support Act that will have impact on how AFDC mothers are funded.
OTHER SOURCES OF INFORMATION ON ADULT/FAMILY LITERACY

Publications

*Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators.* Published by the Commission on Adult Basic Education of the American Association for Adult and Continuing Education. (for info contact: AAACE 2101 Wilson Blvd., Arlington, VA 22201. Phone: (703) 522-2234).


Useful list of state and private literacy providers. Includes useful phone numbers and hotlines.

*Connections: A journal of adult literacy.* Published by Adult Literacy Resource Institute, 989 Commonwealth Avenue, Boston, MA 02215, (617)782-8956.

*Journal of Reading:* A journal of adolescent and adult literacy from the *International Reading Association,* 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139.


*Report on Literacy Programs:* The bi-weekly newsletter on basic skills training and workplace literacy. Business Publishers, Inc. Silver Spring, MD.

Excellent biweekly report on government regulations and movements related to literacy programs and general "happenings" regarding adult literacy.

Organizations

*Barbara Bush Foundation for Family Literacy.* 1002 Wisconsin Avenue, NW, Washington, DC 20007.

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ERIC Clearinghouse on Adult, Career, and Vocational Education. Center for Education and Training for Employment. The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

Newsletters and bibliography notices.


Newsletters and bibliography notices.


Newsletters and bibliography notices.

Institute for the Study of Adult Literacy. Penn State University, University Park, PA 16801 (814) 863-3777.

National Center for Family Literacy. Waterfront Plaza Suite 200, 325 West Main Street, Louisville, KY 40202-4251. Phone: (502) 584-1133.


Wider Opportunities for Women (WOW), 1325 G Street, NW - LL, Washington, DC 20005. Phone (202) 638-3143/Fax (202) 638-4885.

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