

**Teachers Network Policy Institute
Research Study**

Santa Clara County Chapter

Family Literacy and Parent Support

A Research Project for Teachers Network Policy Institute
Conducted by

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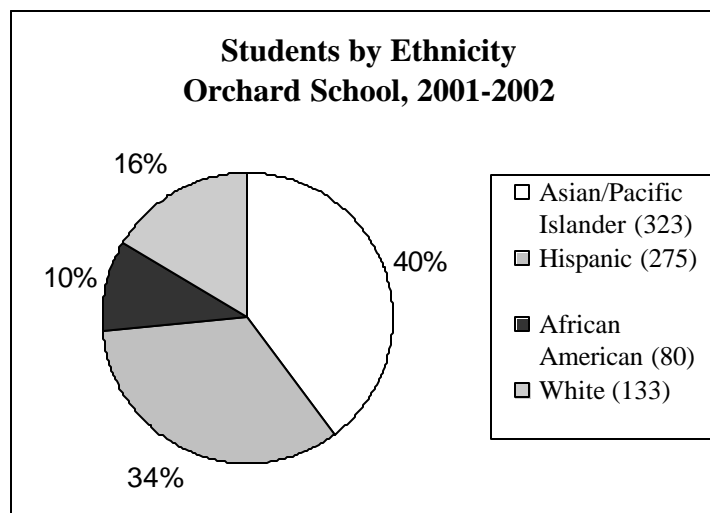
Research Question

Do children of Family Literacy participants experience increased academic support and as a result of their parents acquiring English? Do participants of Family Literacy use their acquired English language skills to become more involved parents at home and at school?

Background

Applewood School, located in the northern region of San Jose is a K-8 site that belongs to a single-school district of 800 students. Most families in the district are from diverse ethnic backgrounds, speak a language other than English at home and live in neighboring trailer park communities or new housing developments. (See Chart 1) Over forty different languages are spoken in the homes of limited or non-English proficient families in the district.

Chart 1



The school has a history of administrative mismanagement that has led to mistrust suspicion of the staff by parents and community members. The district is currently

rebuilding its relationship with parents and making efforts to reach out to its non-English speaking community. Recently, the English Language Advisory Committee (ELAC) was established.

In 2000, Applewood School began to offer English classes to district families through its Family Literacy Program funded by California's Community-Based English Tutoring (CBET) grant. Since that time, many parents of Hispanic, Vietnamese and Chinese backgrounds and their children have participated in a variety of English language acquiring activities. The participants, who are often recent immigrants, focus on basic and conversational English grammar, pronunciation and vocabulary. The program strives to individualize lessons and learning goals so that participants have an opportunity to apply what they have learned to their interests such as helping children with homework, opening a bank account or asking for directions. Included in the two hour structured learning time is a twenty-minute intergenerational time, in which parents practice the skills they have learned during parenting time to help support their children. (See Table 1 below) During this time, parents can be observed reading simple recipes and making gelatin with their children, visiting the school library or practicing a technique for improving reading fluency.

As children's first teachers, all parents are valuable partners in educating kids. The program encourages parents to become active teachers of literacy in naturally occurring activities at home in addition to homework help through modeling and parent-child activities that are practiced in the classroom. These activities involve both parent and child and include reading the school newsletter together, filling out library card applications, or playing literacy games. The Family Literacy Program teachers model how to ask clarifying and probing questions that help children improve comprehension

and ways to include literacy in naturally occurring activities such as going to the market or watching television.

Table 1

Family Literacy Class Schedule

English Language instruction	75 minutes
Break	5 minutes
Parenting Support	20 minutes
Intergenerational time	20 minutes

One essential goal of the program has always been to improve the relationship between Orchard School staff and its non-English speaking community. The program aims to involve parents, build trust and open communication that may ultimately help in supporting the academic success of their children. During parenting and intergenerational time, teachers also make announcements about activities that are going on at school such as can drives, recruitment of volunteers for picture day, or discussions of the traffic and the school parking situation. Discussions about standards help parents understand what their children are expected to know by the end of the year.

Since the beginning of the 2003-2004 school year, the Family Literacy staff has been working closely with the principal and ELAC advisors to improve the relationship of the two groups in hopes that Family Literacy parents will become more involved, empowered, and knowledgeable about the resources offered to English Language Learners (ELL). Attendance at ELAC meetings had been declining and there was a high turnover rate among committee members. To encourage higher attendance at the meetings, ELAC meetings were schedule immediately after Family Literacy classes on

Thursdays. Food and childcare was provided. Family Literacy teachers also attended these meetings and were able to encourage almost 80% of Family Literacy parents to attend the first meeting. At the last two meetings, at least eight Family Literacy parents attended, including three who have become active officers in the committee. ELAC is currently discussing plans to sponsor a school event in 2004-2005.

Currently, there are twenty-four regularly attending adult participants and sixteen children involved in the Family Literacy Program at Orchard School. Of the adult participants, there are six men and eighteen women, five of whom do not have children who attend the program or the school. These adults are uncles, aunts, grandparents or older siblings and were not included in this research. Participants come from various backgrounds and speak a variety of different languages including Spanish, Vietnamese, Chinese, Korean, Punjabi and Ethiopian. For the purpose of this study, only the nineteen adults with children were invited to participate in this research.

Rationale

This intent of this research is to learn whether children of parents who participate in Family Literacy benefit academically as a result of participation in the program. This research will also further investigate the level of academic parent involvement at school and at home to determine whether parents have transferred the English, parenting and literacy support skills they have learned in the program to their homes.

The goal in investigating these questions is to continue to provide improved, meaningful Family Literacy instruction that continues to foster positive relationships among parents, children, school and community that centers on student achievement. This study will examine Family Literacy parents' level of involvement at home. The

results from this data may be used to help design a Family Literacy partner program for English proficient parents who also need English and literacy support for themselves and their children. This research will also discover *how* parents are helping their children succeed through the program.

In exploring this topic, other related questions were raised that may also require further investigation. Have participants of Family Literacy used their acquired English language skills to help children do homework? Do parents attend Family Literacy classes because they value their children's education and believe that parent involvement is an important factor in their children's academic success? Do teachers and parents have the same values and attitudes about parent involvement? Are children of Family Literacy participants more likely to improve their California English Language development Test (CELDT) score by one level or higher?

Review of Literature

Family literacy and adult English as a second language (ESL) classes are offered by many school districts and privately funded organizations across the United States. Adults are often motivated to learn or improve their English when they feel that their children can benefit. A study of ESL learners in Iowa discovered that there are seven reasons why adults participate in ESL classes. In addition to improving oneself and one's personal effectiveness in U.S. society, adults cited wanting to better be able to help one's children with their schoolwork and to speak with their teachers, to experience the success of knowing that one can learn English, and to improve in reading and writing in English (Valentine, 1990).

However, there are many reasons why non-English proficient parents who want to help their children do not participate in ESL or family literacy programs. Power issues, particularly those that are education related, can influence a family's literacy practices (Puchner, 1997; Tett and St. Clair. 1997). Parents who cannot speak English or who believe that they have no right to interfere with a school's practices may avoid contact with the school and its teachers, which tends to perpetuate the literacy status quo (Tett and St. Clair, 1997). Since the majority of participants are unfamiliar with the American schooling system, they may feel some level of nervousness or insecurity. Research has found that in Hispanic families, low self-esteem was an significant factor for not being more involved.

Some parents have been unsuccessful in school, and therefore the entire school experience causes anxiety. Some feel that because of the language barrier, they are powerless to make a difference in their children's education. And some view teachers as the experts and do not feel comfortable questioning them. (Eric Digest, 2000; Hughes, 1999, Kelty 1997, and Paratore, 1999)

Also, in another study focusing on Southeast Asians immigrants in the United States, researchers discovered that Asian immigrant parents were not confident that they could be helpful to their children because of their lack of English. As a result, transfer of literacy from one generation to the next was hindered, while cross-generational transfer of literacy occurred from sibling to sibling.

Researchers found that literacy transfer typically occurred from sibling to sibling because lack of English proficiency limited parents' ability to help their children. (Puchner, 1997)

Family Literacy continually reinforces that parents can support literacy and become involved despite their limited English proficiency. It is important that early in the

recruitment process parents feel welcome, safe and empowered, reassured and have an opportunity to learn practice a literacy skill with their child the first day. This experience will help set the foundation for understanding how important their role is as a parent teacher and supporter. Considering themselves partners in the learning process both engages and empowers parents (Strickland, 1996).

Retention of adult participants has been a challenge for many after school programs. One study shows that the attrition rate in programs that offer English instruction tends to begin early with parents feeling overwhelmed by external factors such as work, transportation and child care concerns (Brod, 1990). It is imperative that family literacy programs eliminate as many of these external factors by providing English development support, and homework or tutorial help for the children. When scheduling sessions and times to meet, coordinators need to be sensitive to the families' schedule as well. A school site's teachers and administrators can also play an important part in supporting the program and parents, furthering the vision of the learning community. Parents who feel like successful learners, no matter what the curriculum, can convey the sense of accomplishment to their children. (Griswold & Ullman, 1997; Shanahan, Mulhern, & Rodriguez-Brown, 1995)

Family Literacy Programs are different from ESL classes because they serve both the parent and child. Most evaluations of family literacy programs have found them to be effective in developing the skills of both parents and children (ERIC Digest, 1999; National Center for Family Literacy, NCFL, 1994; Tao, 1998). While some programs focus on helping adults learn and use parenting skills, others provide access to a different language and culture that can help parents relate to their children. Family Literacy

programs also work to bridge the gap between school and home, providing parents with the strategies and confidence to become active in the educating of their children. They become empowered with the knowledge that they strongly and positively impact the school experience for their children through their involvement. By understanding what their children are learning at school, parents can emulate practices and strategies at home. Parents may also become more comfortable stabilizing a trusting relationship with their child's teacher. As Auerbach (1989) writes "Children whose home literacy practices most closely resemble those of the school are more successful in school."

In addition, the family-oriented approach of collaborating both programs can potentially offer more innovative services to meet the diverse needs of non-English proficient parents (Schlessman-Frost, 1994). By incorporating a component for parenting and intergenerational activities, families have an opportunity to learn together and support one another's learning endeavors.

Research has shown that parent involvement in schools positively impacts a child's education.

Parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economical, racial, or cultural background of the family (ERIC Digest, 1992; Flaxman & Inger, 1991).

Unfortunately, it is difficult for many parents to become involved in schools as a result of work or multiple jobs, having other young children, single parenthood or language communication challenges. While some parents do not feel comfortable becoming involved at school, there are others ways that they can become involved in learning activities at home. Brown describes "quality of family life style" as making time for

learning at home through family discussions and visiting outside resources, such as libraries (Brown, 1989). Pivotal to Family Literacy Program's success is conveying to parents that a key activity is parent-child reading. Books, selected by parents reflect different cultures, including those of the participants and provide readers with the opportunity to learn about a variety of topics, as well as learn to read (Perkins & Strutchens, 1994). Family literacy programs must offer time for parents and children to interact together with books and provide parents with access to libraries. During the first week of class, a lesson for filling out library card applications and acquiring a card accomplishes several objectives of the program.

Family Literacy Programs offer opportunities for parents to become advocates for their children as their children's first teachers by engaging in naturally-occurring literacy activities and traditions at any time, such as story-telling (ERIC Digest, 1999; Wrigley, 1994). Parents will learn that they can offer a host of teachable opportunities through the sharing of personal interests and experiences which can often lead them to adopt new literacy practices (ERIC Digest, 1998; Brown, B., 1998). By the end of the program, parents will believe that all parent-child activities can have a literacy component, and parents are encouraged to see routine family interactions as opportunities for literacy experiences (Come & Frederick, 1995). Literacy support can occur at any time, any place or in language.

Tools

Several tools were used in this investigation to discover more about parent attitudes and feelings about involvement at home and at school, the type of involvement that parents were engaging in and academic improvement of students who have parents in the program. These tools include a rubric survey, questionnaire and assessments,

including running records that were administered to the children. Regular classroom teachers also completed a survey of children in their classroom and their parents who are involved in Family Literacy. These tools were administered in January of 2004.

The initial survey administered was the parent questionnaire that required parents to circle an answer from several choices that were provided. The intent of this survey was to generate an idea about how much the school encouraged involvement of limited or non-English proficient parents. Parents also responded to questions that asked how they were involved with the school. Since all parents in the program are either limited or non-English proficient, a Family Literacy teacher read the questions and choices, explained them out loud to the class, and clarified any questions (See Appendix A).

Teachers of students whose parents attend Family Literacy were asked to fill out a survey. The survey contained question about the student's overall academic standing, ability to read independently at grade level, and recommendations for homework help. The survey also contained questions about the parents' involvement and support and whether a parent often checks homework. The data from this survey will provide us with the teacher's perspective. (See Appendix B)

Another tool used in this research involved gathering various assessments from the CELDT coordinator and Basic Phonics Skills Test (BPST) assessments from the classroom teacher. The CELDT data will be used to compare growth or trends from last year's assessment data. (See Appendix C) At this time, the state expects that English language learners to improve by at least one CELDT level each year.

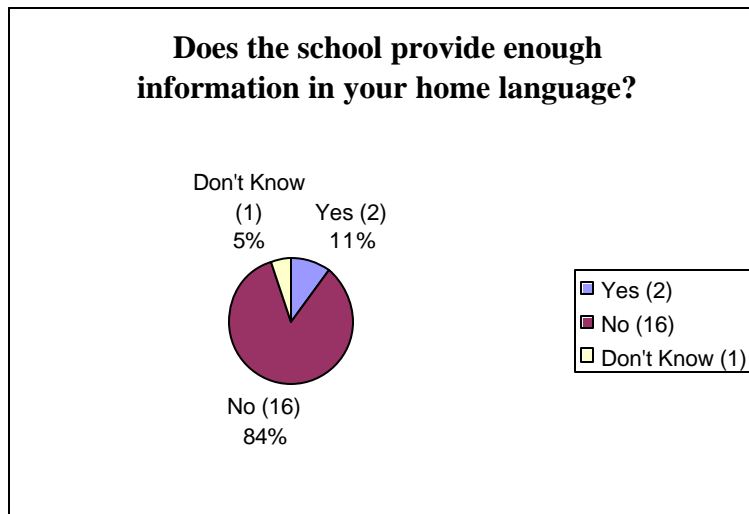
The rubric survey delves more specifically into how parents involved themselves at home and at school. The four questions look into homework help, home reading, visiting the library and utilizing library resources, attendance and involvement at school

functions and reading newsletters. Once again, Family Literacy teachers read the rubric questions and choices out loud to the parents while parents mark the response choice that best described their level of involvement. (See Appendix D)

Data

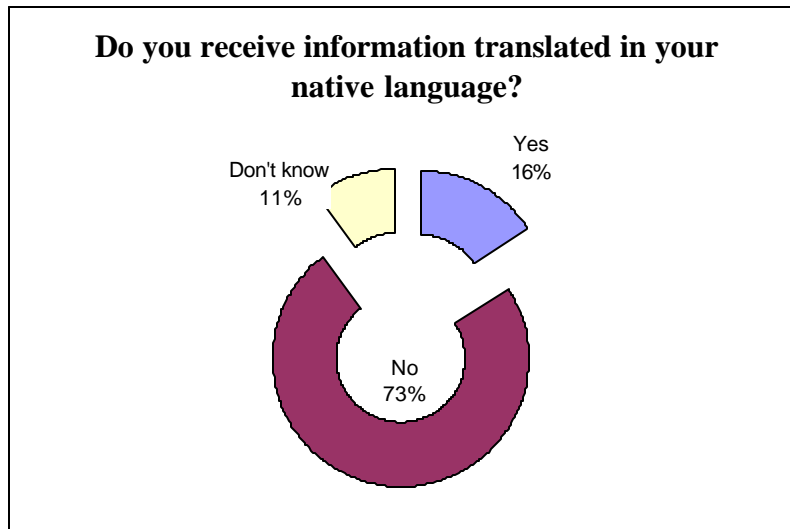
Nineteen parents completed the parent questionnaire. Parents were asked questions relating to their involvement at school and home. The first question asked, “Does the school provide enough information in your home language?” (See Chart 2) Most parents answered that the school did not provide enough information in their home language.

Chart 2



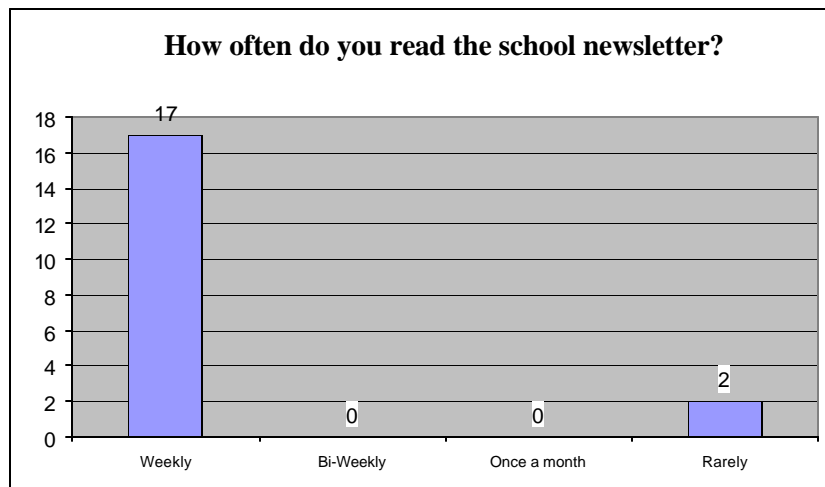
Parents were asked if they had ever received any school information in their home language. School information is sometimes translated into Spanish and occasionally translated into Vietnamese. Most parents responded that they do not received school correspondence regularly in their home language. (See Chart 3)

Chart 3



The next question asks, “How often do you read the school newsletter?” (See Chart 4) Most parents replied that they read the newsletter weekly, despite the fact that most of them replied that the school should provide more information in their home language.

Chart 4

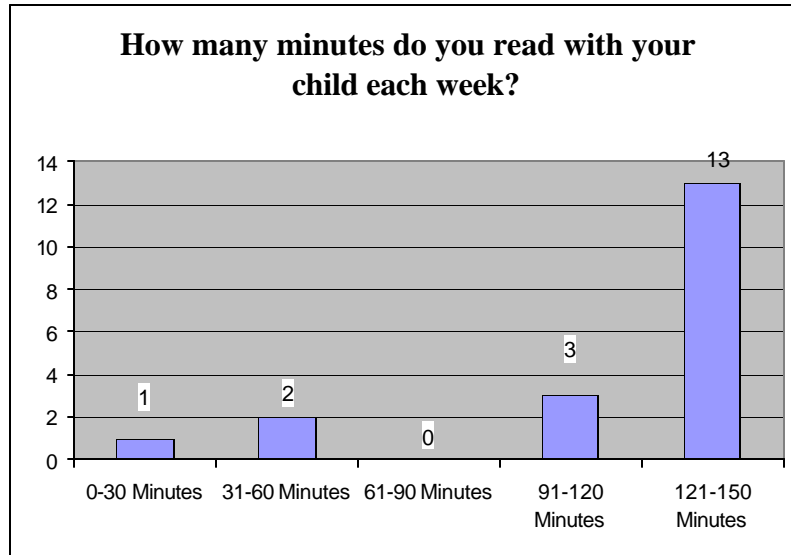


When asked how many minutes per week parents spent reading with their child, parent responses varied, but the majority of parents spent over two hours reading to their

child each week. Three parents read less than one hour with their children each week.

(See Chart 5)

Chart 5



When responding to whether parents preferred a translator to be present at parent teacher conferences, more than half of parents replied ‘yes.’ Eleven out of nineteen would like to have a translator present while eight responded no.

The last question on the parent questionnaire listed various school groups and asked parents to circle the ones to which they belonged. Among those listed are the Parent-Teacher Organization (PTO), School Site Council, English Language Advisory Committee (ELAC), and the School Board. Twelve of nineteen parents responded that they are members of ELAC. The parents surveyed did not belong to any other group.

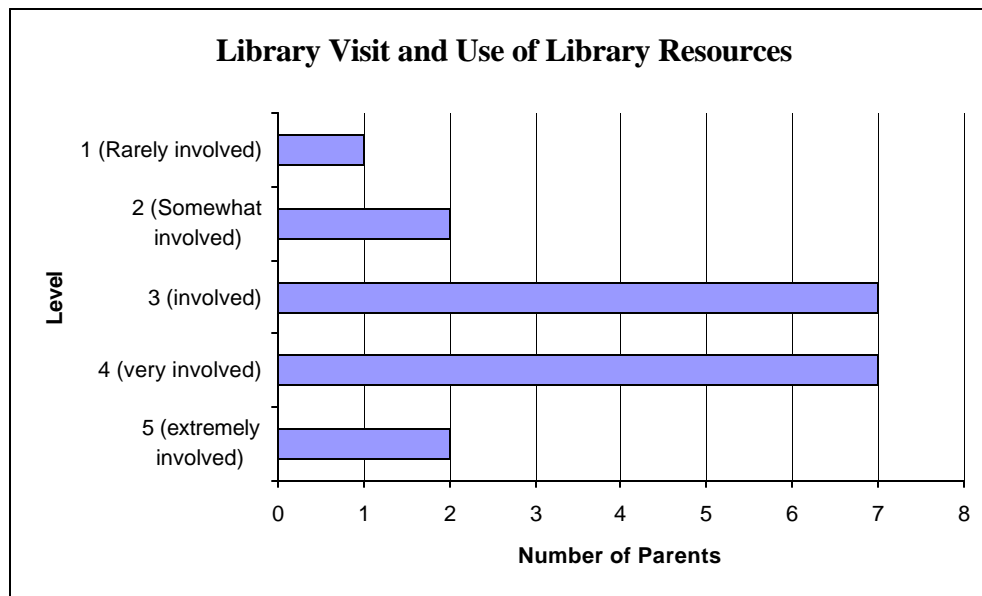
The rubric survey further investigated parent involvement that supports reading and literacy development. The rubric survey provided an in-depth look at ways that parents involve themselves. Five levels of involvement were provided for each question and parents rated themselves according to the description that best described their level of parental involvement. Level 3 for each question described average involvement, level 1

described little or no involvement, and level 5 depicted the highest level of involvement for that question.

Parents were asked how often they visited the school and/or public library with their children. Each answer describes frequency of visits as well as utilization of library references and resources. (See Chart 6) According the group’s responses, the average for the group response to this question is 3.37 (involved).

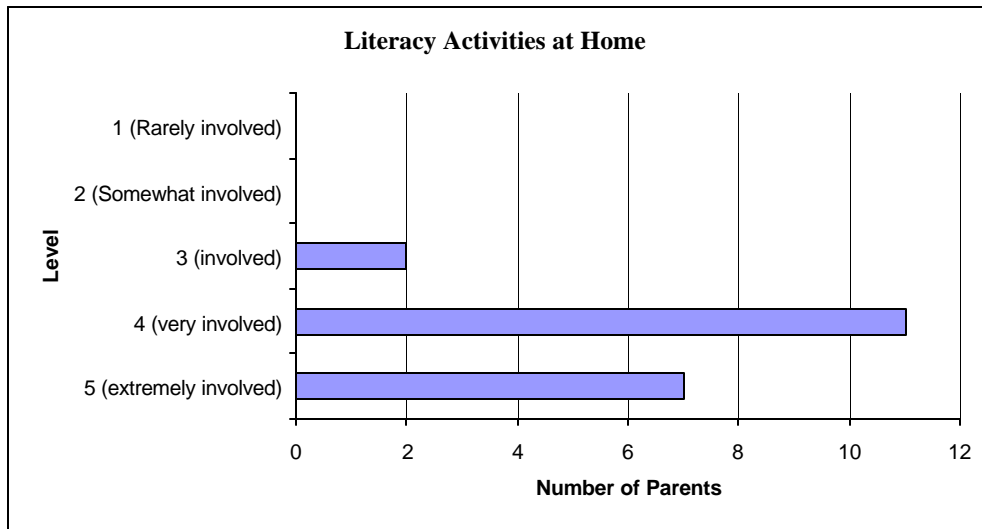
In response to the second question on the rubric survey, “What literacy activities do you engage in at home to help your child with reading?” most parents replied that they were very involved and rated themselves at level 4.

Chart 6



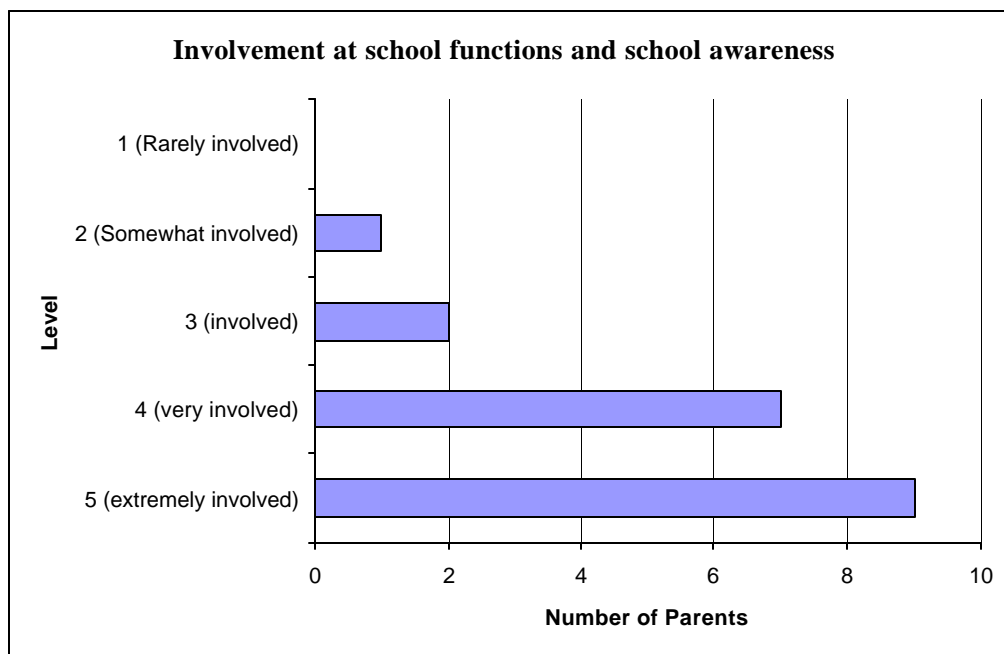
This question asked parents examine how they incorporated literacy into everyday activities. (See Chart 7) The average level for this question is 4.47 (very involved).

Chart 7



The third question asked parents *how* they helped their child with homework. Each level response included a variety of examples of individualized help, scaffolding, problem solving support and utilization of other resources. The average level based on parent responses is 4.47. (See Chart 8)

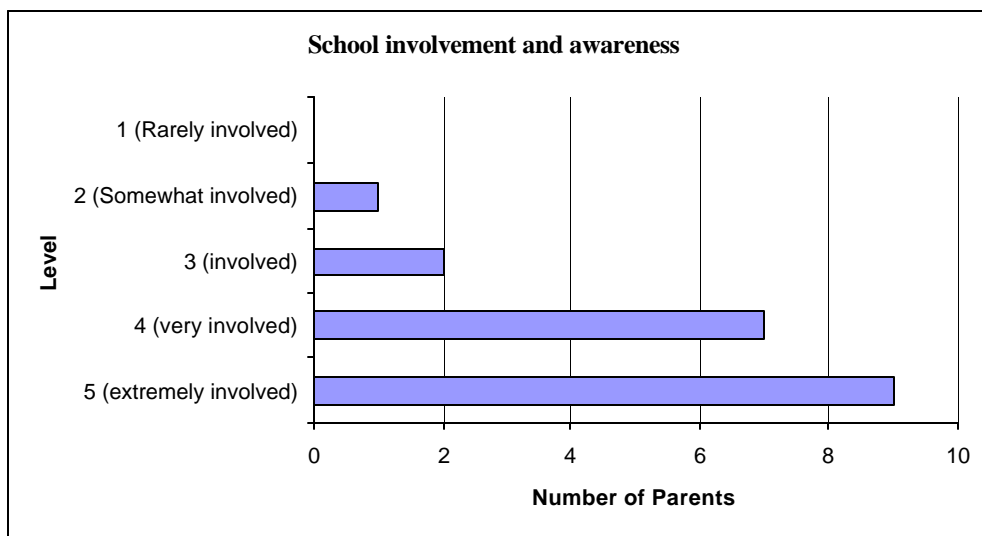
Chart 8



The last question from the survey rubric asked parents how often they attended school functions or read newsletters. Each answer choice detailed a different level of involvement, including reading bulletins, attending events or meetings, volunteering in the classroom and being a representative of ELAC. Responses showed that almost all parents felt that they were either very involved or extremely involved at school and were continually aware of current events and issues. The response average for this question is 4.26 (very involved). (See Chart 9)

Classroom teachers were asked to complete a survey for their students who participate in Family Literacy. Teachers answered questions about parents' level of involvement from a teacher's point of view.

Chart 9



Sixteen surveys were completed, one for each child in the program. The first question asks the teacher to describe the students' academic progress. (See Table 2)

Table 2

Child's Progress

Exceeds grade level standards	Meets grade level standards	Below grade level standards
4	9	3

Teachers then answered the question, "How often do parents contact you regarding their child's academic progress?" Most teachers felt that most parents "sometimes" initiated conversations about student progress. (See Table 3)

Table 3

How often do parents contact you regarding his/her progress?

Always	Often	Sometimes	Never
	1	14	1

In response to the question, "How often is this child's homework checked by a parent?" most teachers felt that homework was either always or often checked by a parent at home. (See Table 4)

Table 4

How often is homework checked by a parent?

Always	Often	Sometimes	Never
8	6	2	0

In general, teachers felt that Family Literacy parents were either supportive or very supportive. (See Table 5)

Table 5

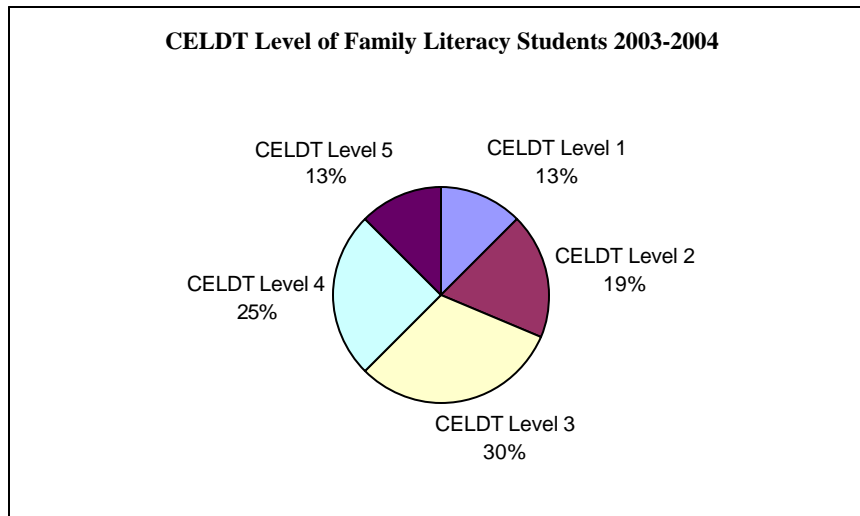
How supportive is this child's parent?

Very supportive	Supportive	Somewhat supportive	Not supportive
12	4	0	0

Data gathered from the English Language Learner Coordinator were compiled to gain information about each Family Literacy student's reading and language acquisition progress. The results show that Family Literacy students have a wide range of language acquisition. (See Chart 10)

When the CELDT scores were examined more closely and compared with scores from last year, it was discovered that all students with CELDT records from last year improved by one level or more this school year. (See Chart 11)

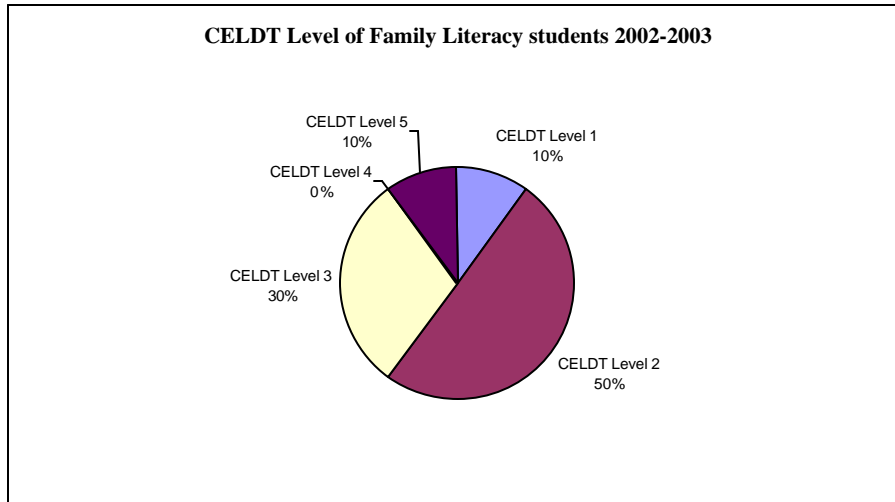
Chart 10



One student with a CELDT level of 5 the previous year was not reassessed this year. For the purpose of this study this student is counted as a Level 5 for this year. Since records for all students were not available, data from four kindergarten students and

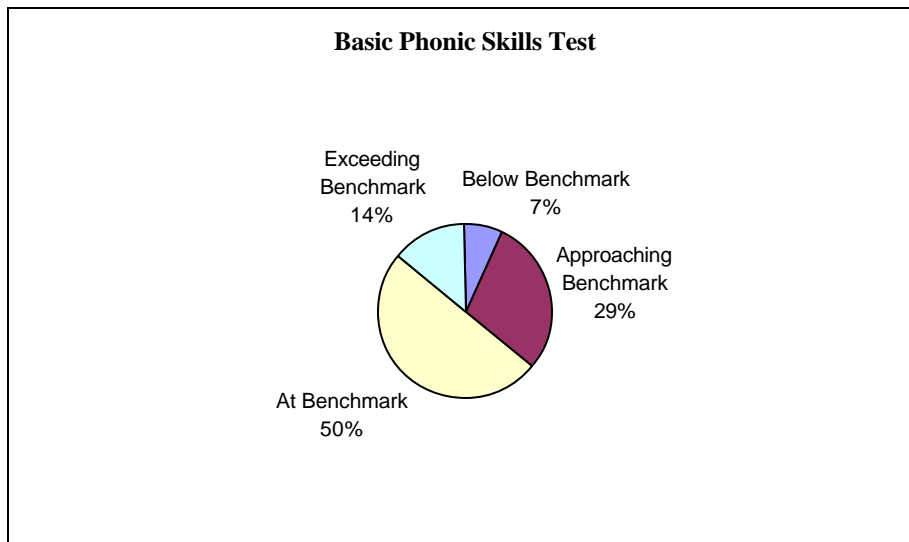
one new student were not studied. The average Family Literacy student level last year was 3.06. The average of those nine students this year is 2.5. The students with two years of data improved an average of 1.48 levels since last year.

Chart 11



The Basic Phonics Skills Test is administered to students three times a year to students in kindergarten through third grade. Data was not collected for the two students in other grades. (See Chart 12)

Chart 12



Several students were casually asked what homework time was like at home to help validate parents' responses. I spoke to a kindergarten, first grade and third grade student and asked if they did homework alone or if a parent was nearby while they worked. All three students responded that one of their parents usually sat at the table with them or were nearby to help. Students also reported that parents usually checked that homework is complete.

Analysis

The data shows that 64% of the children in the program are at or exceeding grade level standards for reading. Despite this statistic, almost all parents express concern over their children's academic progress during Family Literacy class weekly, because more than half of their children are English language learners, scoring at levels 1, 2, or 3 according to this school year's assessment. Twelve of their sixteen children are in kindergarten through second grade where literacy is the primary focus of instruction. As expected, the data suggest parents of primary children are more likely to attend Family Literacy classes, a conclusion that parallels that of English proficient parents who are most involved when their children are in early elementary grades.

Parents who participated in this study scored very high on the parent involvement rubric survey. The group averaged a level of involvement score of 4.1, or *very involved*, on all questions including home-reading and building literacy skills through home activities, homework support, involvement and awareness of school functions and issues and visiting the library and using library resources. The teacher survey also validates this finding which shows that from a teacher's perspective, all parents of Family Literacy are supportive, with 75% of parents described as *very supportive*.

This study suggests that parents participated in Family Literacy because there was *already* a strong tendency for parents to become very involved in their children's education. The skills, resources and awareness of issues and school activities presented during Family Literacy classes gave parents the encouragement and opportunity to tap into an existing desire to be involved. It seems that parents use what they have learned in the Family Literacy Program to assist their children and champion literacy outside of school. As parents became more knowledgeable about how to support literacy in the home from modeling literacy strategies in the classroom with their children, they became more comfortable and convinced that the activities and ways of supporting were making a difference in how their children learned. Also through discussion of standards, parents have a better understanding of the learning target.

Despite the increased involvement of these parents since their participation in the Family Literacy Program, their concern regarding communication of school information, announcements and issues cannot be ignored. Family Literacy parents are involved, because they are aware. Although a huge focus of the program is to help Limited and non-English proficient parents become proficient in English, newsletters and other school correspondence are written in a formal style, sometimes difficult for English learners to read. For this reason, newsletters were discussed weekly during Family Literacy class, usually with parents requiring some clarification. Chart 1 shows that up to 75% of all families in the district speak a language other than English at home. This statistic begs the question, "If non-English proficient parents receive information in their native language, would they be more likely to become involved in school activities or more aware of issues concerning their child's school?" Several suggestions have been made to the district regarding this concern, and plans to create a newsletter hotline system to reach

out to parents are in progress. It has also been suggested that just highlights from the weekly newsletter be translated into other languages. ELAC has also discussed how that can be a resource for translating materials.

I found that parents who understand the standards expected of their children are aware of their child's learning targets and are more comfortable taking an active role in the learning process. This is evident in the rubric responses with detail how they incorporate learning and literacy in naturally-occurring activities at home, home-reading and the frequency of visits to the library. More parents may benefit from being informed about expectations for their child and standards that they must meet by the end of the year.

The district's dwindling resources and state cut backs make it difficult for the school to spend additional monies toward contracting translators. Weekly newsletters are often delivered out to classrooms on the day that they are to be sent home with students, and teachers are often unable to read them before they are distributed. Delivering the newsletters to classroom earlier may allow teachers time to read them with their students, which may encourage them to discuss newsletters with their parents.

Conclusions and Policy Implications

This exploration investigated the impact that Family Literacy, an adult English language instruction program emphasizing family learning and empowering parents to become active participant in their children's education had on a school community in north San Jose. Data for this research were triangulated through multiple measures, including the administration of questionnaires, the gathering of current and past assessment data, and a survey rubric. Classroom teachers, parents and students

participated to ensure the validity of this investigation. Survey and questionnaire questions were specific and provided opportunities for parents to reflect closely on their level of involvement. In order to gain insight on which parents were more likely to participate in the Family Literacy Program and to determine parents' level of involvement from the classroom teachers' perspective, teachers completed a brief multiple choice survey on student progress and parent involvement. In addition to acquiring student data through current and past assessment, three Family Literacy students were chosen randomly and asked about what homework time was like at home. These questions were asked to validate responses given by parents on the survey regarding homework and involvement at home.

The results of this study suggest that there is a direct connection between parents who participate in the Family Literacy Program and the level of involvement expressed at home and school. Parents in the Family Literacy Program are indeed more involved than the average parent. The Family Literacy Program provides a safe environment for limited and non-English proficient parents to improve their English and acquire and use skills that help support literacy acquisition at home. It is clear that parents who attend Family Literacy classes understand the relationship between their involvement and how successful their children are in school. They also understand that a home school partnership strengthens the learning experience for their children. In addition, the results from this study clearly indicate that parents who learn English from Family Literacy classes have children who improve by at least one CELDT level.

Funding sources are strongly urged to increase monies so that existing Family Literacy programs may continue to improve and provide resources and schools without this program can begin to support families in their community. Applewood School must

continue to support the Family Literacy Program and offer resources for the program to expand to include new services for parents who are English proficient speakers who need literacy support for themselves and/or their children.

The school must work closely with ELAC to strategize a system that improves communication to parents of limited or non-English proficiency. By offering multiple opportunities for parents to be aware of what is going on at school, parents are given a choice to participate. Standards and grade level expectations must be communicated to parents through both translated parent literature and meetings with translators present to clarify and address parent concerns. Applewood School should also continue plans to create a newsletter hotline system so that parents can call in and listen to important information in their native language

The cost of providing Family Literacy Programs must be sufficient to include a program coordinator for each site, two adult ESL teachers, one elementary teacher, curricular materials such as adult and elementary ESL books and videos, recruitment, and activities and learning games for children. The program is divided into three eight-week sessions scheduled with the district calendar to avoid conflict with vacations during the regular school year. In order to maximize participation of families, classes should be scheduled in the late afternoon or evening, so that working parents have an opportunity to learn. It is strongly suggested that funding for snacks or light meals be included in the cost which would attract participants with limited time. Three classrooms and the school library must be made available to the program by each school site. To run this program the first year costs \$16,000 per school site. As the program thrives at each school site, it will expand to include services for English proficient families who need literacy support.

The cost to support this partner program is \$8,000, totaling \$24,00 annually per school site in subsequent years.

These policy recommendations were determined as a result of this study in the enduring interest of improving the learning experience for limited and non-English proficient children. Limited and non-English proficient children attend schools throughout Santa Clara County and the state of California. Classroom teachers alone cannot provide the best instruction without support from families and school administrators, and parents cannot support their children properly or effectively if they are not informed or aware. The goal of this research is to have continued support from state funding sources and school administrators, so that Family Literacy can continue to strengthen communities by bringing parents and children together through literacy and learning, resulting in improved student achievement at school.

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Appendix A

Family Literacy Program Parent Survey

1. Does the school provide enough information in your home language?
Yes No Don't Know
2. How often do you read the school newsletter?
Weekly Bi-weekly Once a month Rarely
3. During parent-teacher conferences, do you prefer to have a translator present?
Yes No
4. Do you receive school information translated in your native language?
Yes No
5. Does your child attend Home work Club or other tutoring services?
Yes No
6. Does your child attend Family Literacy classes?
Yes No
7. How many minutes do you read with your child each week?
(Please circle one) 0-30 31-60 61-90 91-120 120-150
8. Circle all school groups that you belong to:
Parent Teacher Organization (PTO) School Site Council Other
English Language Advisory Committee (ELAC) Safety Committee

Appendix B

Family Literacy Program Teacher Survey

Teacher: _____

Child: _____ Grade: _____

Teacher, please attach most recent BPST Assessment.

1. This child (Please circle one):
 - 1) is working below grade level standards
 - 2) is meeting grade level standards
 - 3) is working above grade level standards

2. This child's homework is checked by a parent
 - 1) Always
 - 2) Often
 - 3) Sometimes
 - 4) Never

3. Would you recommend that this child attend homework club?
 - 1) Yes
 - 2) No

4. How often do the parent(s) contact you about their child's academic progress?
 - 1) Often
 - 2) Sometimes
 - 3) Never

5. The parents are:
 - 1) Very supportive
 - 2) Supportive
 - 3) Somewhat supportive
 - 4) Not supportive

Appendix C

Family Literacy Program Data Research Sheet

Teacher: _____

Child: _____ Grade: _____

1.	Did this child improve by one level on CELDT Assessment?	YES	NO
2.	Does this child have an IEP?	YES	NO
3.	Has this child been retained?	YES	NO

ASSESSMENT

		Beginning Year	End of Year
1.	CELDT Assessment		
2.	Basic Phonics Skills Test (BPST)		
3.	Reading Fluency		
4.	Scott Foresman Math Assessment		

	5	4	3	2	1
How often do you visit the school or public library with your child?	My child and I frequent the library at least once a week and always attend special library functions such as story hour or listening to guest speakers. We enjoy selecting books together and discussing them in depth. I also visit the school library and s	My child and I visit the library at least once a week and we are very familiar with the resources offered. We sometimes use the internet and research topics that interest us. My child usually likes to work on homework assignments at the library.	My child and I visit the library regularly once a week. We select books together and often begin reading at the library. My child will also get started on homework on our visit days. My child has a library card.	My child and I visit the library about twice a month or when library books are due. My child often selects the books and I check them out. We make additional trips to the library if a special project requires library research.	Usually, my child and I only visit the library when he/she is researching a special topic. I sometimes drop him/her off at the library if extra studying is necessary.
What literacy activities do you engage in at home to help your child with reading?	Reading is an important part of our day. The family reads together and it helps us wind down. We sometimes critique books and discuss details, "why" questions, or the author's intent. We also often write letters and email to relatives and friends, and	Reading together is a part of the day that my child and I look forward to. We read books, magazines, newspapers and discuss what we have learned. When watching TV, I also ask questions that help my child develop sequencing and critical thinking skills.	My child and I read together daily. He/she reads to me for at least twenty minutes. We talk about basic story elements after most books and discuss how we liked the book. We incorporate other activities such as reading and writing recipes, making cards	My child reads a book to me almost everyday. If there is time before going to bed, I might read a short story or a chapter from a book. I sometimes ask my child to read street signs or store names.	My child will sometimes ask me to listen to him/her read or to read a book aloud. I remind my child to read even if I am not available.
How do you help your child with homework?	My child and I are usually eager to get started on homework each day. I know what the teacher expects from the homework and we use a variety of resources for homework help, including the internet or library. I use scaffolding techniques to help my child	I am very aware of what my child is learning in school and the homework assigned each day. I ask questions to make sure my child knows what to do ahead of time. I ask critical thinking questions beyond the homework assignment and we discuss how the home	My child and I have a set time when we look at the homework together. I am available during homework time. My child works on it independently and asks me questions when he/she is stuck. I always check the assignments once they are completed and we alwa	I usually ask to see my child's homework after it has been completed to make sure that it was done. If it is incomplete or if my child has a question we work on it together.	My child usually comes to me if he/she needs help with homework. Most likely, my child will ask an older sibling for help. I usually see the homework if my signature is required on it.
How often do you attend school functions or read the school newsletter?	Reading the school newsletter weekly with my child is one of many ways that I am an involved parent. I have worked closely with the teacher/school administrator in helping to coordinate school functions and attend many school meetings. I am an officer o	Reading the school newsletter is something that my child and I do together each week. We are familiar with the school calendar and special dates and are very aware of the many school functions that take place. We attend most school activities, and I am	I read the school newsletter weekly and know about the current events at the school. I make myself available to the teacher as a home or class volunteer at least twice a month. If my child is excited about a school function such as Math Night, the fami	I try to read the school newsletter each week. Our family usually attends "Back-to-School Night" to meet the teacher and learn about the class. If I am available, I try to chaperone a fieldtrip with my child's class.	I sometimes read the school newsletter if I happen to find it. If my child is in a school play, we try to attend.