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ABSTRACT

This guide is designed to provide a resource on family literacy videotapes for programs in family literacy, adult basic education, and English as a Second Language serving parent populations. The guide provides information from the rating sheets of adult educators throughout Pennsylvania who volunteered their time and expertise in reviewing some family literacy videotapes. Twenty-two videos are reviewed. Each review contains the following: title, producer, source, time; intended audience, community representation, and family representation; content; materials and production quality; programmatic usefulness; and additional comments and/or limitations. Appendixes include the reviewing instrument and names and addresses of the reviewer panel. (YLB)

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The ABE Family Literacy Videotape Guide

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1993-1994
Contract Number: 099-4011

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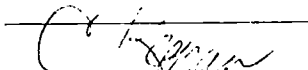
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Title: The ABE Family Literacy Videotape Guide
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Purpose: The intent of this staff development project is to develop an ABE Family Literacy Videotape Guide which would serve as a resource for Family Literacy, Adult Basic Education, and English as a Second Language programs serving parent populations.

Procedures: Under the direction of *Beginning With Books* and with the cooperation of the Pennsylvania Department of Adult Basic and Literacy Education's regional staff development coordinators, a panel of 11 reviewers was formed. The panel's first objective was to design a rating instrument by which to judge the videotapes. The program coordinator initiated the development of the form and revised it, as suggested by the panel. The rating instrument was used by the panel members in reviewing Family Literacy videotapes.

The program coordinator acquired videotapes with grant funds or from free sources, such as PDE's Advance, and facilitated the distribution of videotapes to panel members. The coordinator gathered the panel's revision suggestions, wrote, edited and published an annotated resource guide. The guide also includes a final summary which allows readers to understand the guide's development, and to view the collaborative process as a model for other projects of statewide staff development.

Summary of Findings: Eleven panel members, reflecting the diverse perspectives of adult education and family literacy across the state, contributed to the content of the annotated guide. Twenty-two videotapes were reviewed resulting in comments from reviewers as to the intended audience of the video and the potential purposes of each tape. The guide's summary provides information on the project's coordination as a statewide effort as well as suggestions for future editions of the guide. Videotapes that were purchased through funds in this grant are housed in Advance.

Comments: The guide's purpose is not to rate one videotape against another. Several videotapes are not included due to their prohibitive costs or to their unavailability in terms of this project's timeline.

Products: An annotated guide and summary of project titled, The ABE Family Literacy Videotape Guide.

The ABE Family Literacy Videotape Guide

PURPOSE

As a result of increased emphasis on family systems and on early intervention to prevent social problems, the number of family literacy projects has strikingly increased in the past two years. The national education goals #1 and 5 have also sparked interest and investment in the field of Family Literacy. Many adult literacy providers are involved in cooperative efforts with programs which include all members of the family, such as Even Start, Head Start, and individual school district programs.

Consequently, videotapes on Family Literacy appear in increasing numbers, from grassroots efforts to productions of national organizations. Videotapes vary not only in their primary focus (defining family literacy, promoting home story book reading, empowering parents to support their children's schooling), but also in their intended audience.

As a result of our extensive work in Family Literacy, many new videotapes, whose titles and descriptions fall under the category of Family Literacy, have come to our attention at *Beginning With Books*. At the same time, Adult Literacy service providers with whom we collaborate are seeking ways to adequately meet the needs of their parent populations within the limited timeframe of the adult program curriculum. Family Literacy videotapes would serve this need in the Adult Literacy programs yet, the brief titles and descriptions accompanying these tapes make it difficult for Adult Basic Education/English as a Second Language service providers to determine which videotapes might be appropriate for their program.

The intent of this staff development project was to develop an ABE Family Literacy Videotape Guide which would serve as a resource for Family Literacy, Adult Basic Education, and English as a Second Language programs serving parent populations. This was accomplished through the creation and coordination of a statewide videotape review panel whose responsibility was

to review several videotapes in the area of family literacy.

USE OF THE GUIDE

This guide was developed by adult educators throughout the state who volunteered their time and expertise in reviewing some family literacy videotapes (see p. 35 for the list of reviewers). The guide does not rate the videos on a standardized view of excellence; you will not find one videotape compared to another. What you will find is information that will assist you in deciding which videos may meet your needs in the area of family literacy.

Each video was reviewed on the basis of information found in the sample review instrument found on page 32. As you can see on the instrument, and in the reviewers comments, one video may be directed toward an adult learner audience while another is directed toward administrators. Some videotapes are useful in classroom instruction while others are more useful for "selling" the concept of family literacy to potential collaborators.

The tapes represent a valuable resource for family literacy programming, since promoting changes in parent-child interaction and home routine can much better be effected for adult literacy students by demonstration than verbal instruction, written or oral. Some adult literacy providers are in the process of deciding upon a Family Literacy component as a continuation of their other programming. For these providers, videotapes covering administrative and staffing details would be beneficial. Adult literacy providers seeking videotapes for inclusion in instructional situations would look for parent-focused and curriculum-focused topics. They would use such a guide to determine how the tape's content matches the specific needs of their students. Some parent-centered videotapes are excellent in terms of their content, yet the parents and communities they depict in the video are limited to a specific geographic area and/or ethnic group. For families whose first language is not English, videos portraying parent-child interactions in both English and the native language would be most

beneficial. For families living in rural areas, videos focusing on accessible family resources would prove most useful.

This kind of specific information is not found in the videotape producers' brochures or advertisements. You should find this guide a helpful beginning to selecting from the many videotapes available under the topic of Family Literacy.

Important Note: The comments found in these reviews represent those found on the Review Panel's rating sheets. The Project Coordinator has edited some of these comments to produce a readable and standardized format.

Active Parenting

by Michael Popkin
ABE level Handbook Series
Active Parenting Inc.
Available on loan from Advance Adult Library
AE 2100-89
Time: 95 min. / 17 min preview

- I. ***Intended Audience:*** Parents of School-age children, Parents of Preschoolers, Community Based Organizations, Childcare Providers.

Community Representation: Combination (urban/suburban).

Family Representation: Two Parent families, Single Parent families, Fathers, Mothers.

- II. ***Content:*** Child development issues, mostly parent centered.

- III. ***Materials:*** The guide is essential to an understanding of the video. There are many tapes that go with the one reviewed.

Production Quality: Natural, some staged.
The picture is clear and the sound audible.

- IV. ***Programmatic Usefulness:***

It could be a supplement to an existing program. It is not related to literacy as much as it is to parenting.

It would be best to follow up with parenting resources in community to support parenting issues.

You may need background knowledge of discipline/parenting in order to make the best use of this tape.

- V. ***Additional Comments and/or Limitations:***

This is not appropriate for literacy classes, unless there was a parenting component. Literacy providers should be encouraged to contact their local parent support services. Depending on the awareness of parenting programs, this could be an asset or a liability based on time allotted for classes, etc...

This tape would be useful in a parenting class or in a program similar to Even Start where there are Parenting and Adult Education components.

Close To Home: Library-Based Family Literacy

ALA Video/Library Video Network

320 York Rd.

Towson, MD 21204

ISBN: 1-56642-006 Price: \$79.95

Time: 24 minutes

I. *Intended Audience:* Public Library Staff/Volunteers, Community Based Organizations, ABE, GED, Adult Literacy/ESL Teachers, Job Training programs, Adult Literacy Administrators; Government Officials.

Community Representation: Economically in need, Professional, African American, Vietnamese/Laotian/Hmong, Working Class, Hispanic/Latino.

Family Representation: Two parent families, Grandparents/Seniors, Fathers, Single Parent families, Mothers, Group homes(Homeless shelters).

Notes: This video is not as middle-class oriented as many commercially available materials.

II. *Content:* Child development issues, Mostly parent centered, Using children's books, Using the public library, Adult literacy parents' needs, Combining adult literacy and early childhood education, Emergent reading/writing, ESL parents' needs.

III. *Materials:* There are fact sheets available to program planners that might be helpful, although none were sent with the video.

Production Quality: Nationally known personalities plus "actual participants" used - good combination. Excellent quality of production.

IV. *Programmatic Usefulness:*

Primarily for setting up programs but not for use in a classroom instructional situation.

It may be a good idea to show this video to several potential "partners" in family literacy programs - e.g., board of directors of local literacy council and local Head Start coordinators. This tape would stimulate conversation and active planning for family literacy programs. It could be used possibly for a business focus luncheon, recruitment or fundraising drive.

The best follow-up would be to establish a family literacy program in collaboration with other community organizations. It may be used as an initial introduction of parental role of "first" teachers. The video suggested children's books for various ages, etc. It would be helpful to include the local library in the use of the ideas on this videotape.

V. *Additional Comments:*

Not for parents unless parents are on an advisory group to form family literacy programs. Very concrete ideas for establishing family literacy programs. Also, it recognizes that there are lots of different kinds of needs, people, etc. and that family literacy programs need to be tailored to meet the local needs - one type of program does not "fit all".

This tape encourages professionals to get involved in the literacy movement. It would be a good "selling tool" for libraries to approach business for funding and it would appeal to professionals in the family literacy field, including homeless shelters, Head Start programs, local libraries and other community organizations.

Fathers were represented - as well as a variety of cultures and families.

Families for Literacy

California State Library Foundation
 P.O. Box 942837
 Sacramento, CA 94237-0001
 Price: \$15.00

I. *Intended Audience:*

Public Library Staff; Second Language Learners, ABE, GED, Adult Literacy/ESL Teachers, Public Library Staff, Community Based Organizations, Parents of School-age children, Prison, Homeless/Transitional Housing, Parents of Preschoolers.

Community Representation:

Mostly urban, African American, Working class, Hispanic/Latino, Economically in need, Professional.

Family Representation:

Two parent families, Grandparents/Seniors, Fathers, Single Parent families, Mothers, Incarcerated parents.

It is one of the few videos that show prisoners as parents.

II. *Content:*

Adult Literacy parents' needs, emergent reading/writing, child development issues, combining adult literacy and early childhood education, using children's books, using the public library.

III. *Materials:* A guide was available but was not reviewed by panel members.

Production Quality: Good.

IV. *Programmatic Usefulness:*

This video is a great video to explain the concept of family literacy. The video also shows/instructors and libraries what they can do.

V. *Additional Comments:*

This is an excellent video for literacy advocates and for parents.

Family Literacy: An Intergenerational Approach to Learning

Albany Educational TV
City School District of Albany
Academy Park, Elk Street
Albany, NY 12207

- I. *Intended Audience:*** Adult Literacy/ESL Teachers, Public Library Staff/Volunteers, Community Based Organizations, Instructors in family literacy, Adult Literacy Administrators, Government Officials, Parents of School-age children, Parents of Preschoolers, Adult Literacy/ESL Teachers, Parent Educators, Childcare Providers/Head Start.

Community Representation: Mostly Suburban, African American, Working Class, Hispanic/Latino, Vietnamese/Southeast Asian, Economically in need, Professional (staff, administrators).

Family Representation: Two parent families, Fathers, Single parent families, Mothers, Group homes.

- II. *Content:*** Adult literacy parents' needs, Child development issues, Combining adult literacy and early childhood education, Using children's books, Using the public library.

- III. *Materials:*** The guide is excellent for program planning and further information.. This with the videotape are an excellent resource.

Production Quality: Natural performers; Good production: picture & sound.

- IV. *Programmatic Usefulness:***
As an initial training device, this could be a resource.

The best preparation would be to view this in conjunction with the Guidebook/other family literacy information.

A good follow up would be to use this in planning, evaluation, development of family literacy programs.

- V. *Additional Comments:***
Excellent overview of theory and models of Family Literacy. Good for using in seeking support for funding, planning, etc. A "Call" for Family Literacy. Good Resource Manual. Good section on team building rationale.
Excellent - I wish I had known of it when I was reading the hundreds of pages of ERIC documents - Excellent homework to preview and then read. This should be a resource for programming - use in staff development.

Family Literacy on Tape

Opportunities Industrialization Corporation
Available on loan from Advance Adult Education Library
AE3025-684

one videotape, one cassette, guide reviewed;
(other videos in this series are also available)

Time: 30 minutes (approx.)

- I. *Intended Audience:*** Second Language Learners, Parents of School-age children, African American learners, Adult Literacy/ESL Teachers, Community Based Organizations, Adult Literacy Administrators, Parents of Preschoolers, ABE, GED, Adult Literacy/ESL Teachers, Public Library Staff.

Community Representation: (Hard to tell since this was only one of a series of videotapes.) African American, Hispanic/Latino, Economically in need.

Family Representation:
Fathers & Mothers represented in this video.

- II. *Content:*** ESL parents' needs, Using children's books, Adult literacy parents' needs.

- III. *Materials:*** Final report helps clarify that this is an example of using media in class. It may not be as valuable when shared with others outside of class. The video itself is just a sample of how parents can work with their children. The guide would be helpful if wanting to do a similar program with adult students.

Production Quality: Some of this is staged but the students are quite natural in their presentations. The production is weak but resembles other raw footage tapes of student work.

- IV. *Programmatic Usefulness:***

This tape could be used to illustrate how some parents help their children learn.

The idea of parents making their own tapes would probably be very appealing to our clients. It could be included if you wanted to give examples of parents working with their children.

You could utilize this idea by making your own videotapes with parents teaching children. This videotape, developed by an adult literacy provider, could be used as a "sample" in a program that would replicate the concept.

This tape could be used when working with parents on how to help their children learn. The best follow up would be doing similar things with students' ideas, recording them somehow for others to learn from.

- V. *Additional Comments:***

The purpose of this videotape is to demonstrate how some parents act as their child's first teacher. It is not a training tape or one you would use in a classroom unless you planned to replicate the program or gather some ideas for parents to use in their own situations. You would need to use the video interactively, stopping it and following up on ideas, otherwise it appears dull.

Family Reading Training Video

New Readers Press
Publishing Division of Laubach Literacy International
Department 82 P.O. 888
Syracuse, New York 13210-0888
\$66.00
Time: 30 minutes

- I. *Intended Audience:*** Adult Literacy Administrators, Second Language Learners, ABE, GED, Adult Literacy/ESL Teachers, Parents of School-age children, Parents of Preschoolers.
- Community Representation:*** Could be urban or suburban, African American, Working class, Hispanic/Latino.
- Family Representation:*** Grandparents/Seniors, Fathers, Two parent families, Single parent families, Mothers.
- II. *Content:*** Combining adult literacy and early childhood education, Mostly parent centered, Using children's books, Adult literacy parents' needs, Emergent reading/writing, Child development issues.
- III. *Materials:*** There are other materials available to use with this video. The publisher suggests individual children's books and there is also a teacher's manual.
- Production Quality:***
The performers appear staged. Several reviewers found the adult learners in the video to appear tense, nervous and uncomfortable. The production quality is generally good although the sound is difficult to hear at times
- IV. *Programmatic Usefulness:***
This could be used in a program that involves reading with children. It is teacher focused, a training program.
Since this tape only addresses an introduction to intergenerational reading, other types of training would have to be included to fully prepare a teacher/volunteer.
As a follow up, it would be necessary to order the children's books mentioned or make arrangements with your local library to use some of their books.
- V. *Additional Comments/Limitations:***
The purpose of this video is to teach teachers how to teach adults to develop good reading strategies and how to use these strategies not only for themselves but when reading to their children.
Generally, this video might be helpful for a new or less experienced teacher/volunteer who is interested in establishing a "family literacy" component - that is - teaching the adults how to read and interact with their child. There was no adult-child interaction in the video.

The prescriptive books and materials look like school based "units". The "facilitator" is not facilitating, but teaching. Very prescriptive and gives adults little recognition of their already experienced knowledge. Adults sometimes were reading from dittos not real books!! Writing activity done on worksheets like school. Boring.

The ideas, such as identifying the genre, are really for high literacy levels. I think this would turn off adults with reading problems. The ideas presented were not concrete enough or perhaps not developed enough to "come through". I would not necessarily recommend this tape to anyone.

This video is good for tutors/instructors/teachers to watch before they teach family literacy.

From the Crib to the Classroom

PLAN, Inc.
1332 G Street, SE
Washington, D.C. 20003
\$39.95

Time: 12:17 minutes

- I. *Intended Audience:*** Parents of School-age children, Parents of Preschoolers, Childcare Providers, New parents , ABE, GED, Adult Literacy/ESL Teachers, Public Library Staff, Community Based Organizations, Prison, Homeless/Transitional Housing, Youth(16-21), Adult Literacy Administrators.
- Community Representation:*** Mostly urban, African American, Vietnamese/Southeast Asian, Working Class, Hispanic/Latino.
- Family Representation:*** Two parent families, Single Parent families, Grandparents/Seniors, Single family homes, Apartment homes, Fathers, Mothers.
- II. *Content:*** Child development issues, Mostly child centered, Using children's books, Using the public library; Emergent reading/writing, Child development issues, Adult literacy parents' needs, Combining adult literacy and early childhood education.
- III. *Materials:*** None that accompanied the video but PLAN, Inc. has a manual of information on working with adult learners who wish to support their childrens' literacy.
- Production Quality*** Natural performers; they seemed like real people. Very good quality production.
- IV. *Programmatic Usefulness:***
This reinforces the beliefs that parents can teach their children before, during, and after school when given the opportunities to learn and the support.
Preparation may include a brief talk on what tape is about or discussion with the audience about their educational/parenting beliefs and ideas.
Good follow up activities would be to: schedule visit to library; put on a play demonstrating what the video had to offer.
This is a good motivator for a parent discussion. Good for the parenting portion of a Family Literacy program.
- V. *Additional Comments/Limitations:***
Excellent - Uses common household objects to point out to help children read (Explains tracking) Gives elementary Piaget.
Covers babies through school age.
You need only household and ordinary objects - nothing fancy to promote literacy in your family
Great for parents' self esteem: lets them know they can do it.

Jump Into Reading

Bethlehem Area Chamber of Commerce
459 Old York Rd.
Bethlehem, PA 18018-5870
\$14.95

Spanish version available
Time: 17 minutes

- I. ***Intended Audience:*** Parents of School-age children, Parents of Preschoolers, GED, Library staff, Job Training Programs, Childcare Providers.
- Community Representation:*** Mostly Suburban, Hispanic/Latino, African American, Vietnamese Southeast Asian, Working Class.
- Family Representation:*** Two parent families, Grandparents/Seniors, Fathers, Apartment homes, Mothers.
- II. ***Content:*** Child development issues, Mostly parent centered, Using children's books, using the public library.
- III. ***Materials:*** None available with the video. May wish to show this video with sample books on hand to demonstrate afterward.
- Production Quality:*** The performers were staged and somewhat natural. Production quality was good.
- IV. ***Programmatic Usefulness:***
Good as an introduction to Family Literacy or an introduction to parenting classes.
May need to enhance with practical exercises on reading to children via librarian or another skilled person.
Excellent resource for our Family Center which has a strong "Parents as Teachers" component.
- V. ***Additional Comments/Limitations:***
Supportive material is needful - After the tape: A booklist would have been helpful.
Somewhat dull to watch.
This video would be useful if shown in a homeless shelter.
Presumes a certain level of literacy on part of intended audience.

***Just a Few Minutes of Your Time:
Reading Aloud for a Lifetime***

South Central Library System
2317 International Lane, Suite 102
Madison, WI 53704
(608) 246-7970
\$12.00
Time: 9:32 minutes

Available in English, Spanish and 3 other languages (Hmong, Loatian, Khmer).

- I. ***Intended Audience:*** Parents of Preschoolers, Parents of School-age children, Childcare Providers
Community Representation: Mostly urban, African American, Working Class, Hispanic/Latino, Vietnamese/Southeast Asian
Family Representation: Fathers, Mothers, Single Parent Families, Bi-Racial.
- II. ***Content:*** Using children's books, Child development issues, Mostly parent centered, Emergent reading/writing, Using the library.
The adults shown were already fluent readers, some relatively sophisticated.
- III. ***Materials:*** None are available with tape.
- Production Quality:*** Natural performers, good production quality.
- IV. ***Programmatic Usefulness:***
This video is great for a start-up/introduction to family literacy.
Good resource for program with Parents as Teachers content.
Might be good in conjunction with a trip to the library or visit from librarian.
- V. ***Additional Comments/Limitations:***
It is very short and really is for an introduction to reading with your child. Techniques could then be further explored.
This is quick paced, a good motivational video to show realistic parent concerns about "fitting in" the time to read to children during the busy family day.

Parents as Partners in Reading

Videotapes #1 - 5
Childrens' Press
5440 N. Cumberland Avenue
Chicago, Illinois 60656

Available on loan from Advance Adult Education Library

Tape #1: The Importance of Reading

Time: 9:54 minutes

- I. ***Intended Audience:*** Parents of School-age children, Parents of Preschoolers.

Community Representation: Working Class, Urban & Suburban, African American, Vietnamese/Laotian/Hmong, Hispanic/Latino,

Family Representation: Two parent families, Single Parent families, Mothers, Fathers, Single Family Homes, Apartment Homes.

- II. ***Content:*** Child development issues, Using children's books, Emergent reading/writing, Mostly parent centered.

- III. ***Materials:*** For staff there is lots of information in the manual.

Production Quality: Naturally staged. Clear picture and sound.

- IV. ***Programmatic Usefulness:***

This is a good introduction for parents who wish to help their children with reading as well as parents who wish to learn more about the valuable aspects of reading to children.

- V. ***Additional Comments/Limitations:***

The video clearly explains how reading to children when they are young is linked to their future school and work success.

The video has a positive view of the parent's ability and desire to impact the lives of their children. Builds on parent strengths.

Parents as Partners in Reading

Videotapes #1 - 5
 Childrens' Press
 5440 N. Cumberland Avenue
 Chicago, Illinois 60656

Available on loan from Advance Adult Education Library

Tape #2: Preparing for Reading

Time: 12:30 minutes

- I. *Intended Audience:*** Parents of School-age children, Parents of Preschoolers.
- Community Representation:*** Working Class, African American, Vietnamese/Laotian/Hmong, Urban and Suburban, Hispanic/Latino, Professional.
- Family Representation:*** Fathers, Mothers, Two parent families, Single Parent families, Single family homes, Apartment homes.
- II. *Content:*** Child development issues, Child & Parent centered, Emergent reading/writing, Using children's books.
- III. *Materials:*** There is a guide full of useful information for staff.
- Production Quality:*** Very natural performers. Good production.
- IV. *Programmatic Usefulness:***
 Good ideas for parents; however, it might be a little overwhelming
 Follow-up discussion with parents on the relevance of reading with their children would be necessary.
- V. *Additional Comments/Limitations:***
 Excellent series.
 May need to discuss the "roles of parents".
 Some information is specific and could be overwhelming for some parents.
 Assumes that child needs to be totally paying attention, but a toddler can play and listen to stories at the same time. The comment on the video, "Reading time should be quiet... uninterrupted" is not good advice for parents who may feel that their child is too active to listen to stories in this way.
 Many points are too stiff for parents who need support as they begin reading to their children, sometimes for the first time. If you have too many rules to follow in enjoying family reading time, parents may opt out, especially parents who are learners themselves.

Parents as Partners in Reading

Videotapes #1 - 5
Childrens' Press
5440 N. Cumberland Avenue
Chicago, Illinois 60656

Available on loan from Advance Adult Education Library

Tape #3: Reading Strategies

Time: 12:08 minutes

- I. ***Intended Audience:*** Parents of Preschoolers, Parents of School-age children.

Community Representation: Suburban & Urban, Professional, Working Class, Economically in Need, Hispanic/Latino.

Family Representation: Fathers, Mothers, Single parents, Many cultures.

- II. ***Content:*** Adult literacy parents' needs, mostly parent centered, Using childrens' books.

- III. ***Materials:*** There is a guide for staff.

Production Quality: Some staged and some natural, good production.

- IV. ***Programmatic Usefulness:***

Discussion and practice is necessary for use with parents. This video would support many of the ideas currently discussed in family literacy programs.

Parents would need help in learning the best ways to ask their children questions during reading. Parents with literacy needs themselves may find this uncomfortable at first.

- V. ***Additional Comments/Limitations:***

Good ideas for parents!

Excellent!!

Nice reinforcement for praising child and good examples for parents.

Parents as Partners in Reading

Videotapes #1 - 5
Childrens' Press
5440 N. Cumberland Avenue
Chicago, Illinois 60656

Available on loan from Advance Adult Education Library

Tape #4: Ways of Talking at Home

- I. *Intended Audience:*** Childcare Providers, School Teachers (Preschool and early elementary), Adult Literacy/ESL teachers, Public library staff, Community Based Organizations, Adult Literacy Administrators.
- Community Representation:*** Mostly urban, Hispanic/Latino, African American, Vietnamese/Southeast Asian, Native American.
- Family Representation:*** Fathers, Single Parent families, Mothers, Two parent families, Grandparents/Seniors.
- II. *Content:*** Child development issues, Combining adult literacy and early childhood education, Mostly child centered, Using children's books, Adult Literacy parents' needs, Emergent reading/writing, ESL parent's needs, Using the public library.
- III. *Materials:*** There is a manual of information for staff.
- Production Quality:*** Both natural and staged performers. Good production quality.
- IV. *Programmatic Usefulness:***
The purpose of this video is for staff development in family literacy type programs, not for family literacy participants' own educational growth. This would be good to use with staff/program personnel who want to become more knowledgeable in working with diverse populations.
A good follow up would be to check present materials to see if they speak to a variety of cultures and if not to order such things for future use.
- V. *Additional Comments/Limitations:***
Cultural diversity addressed by teachers. Staff training/good for pre-school, elementary school teachers.
This video is realistic. Excellent Resource!

Parents as Partners in Reading

Videotapes #1 - 5

Childrens' Press

5440 N. Cumberland Avenue

Chicago, Illinois 60656

Available on loan from Advance Adult Education Library

Tape #5: Ways of Talking in School

- I. *Intended Audience:*** Parents of School-age children, Parents of Preschoolers, ABE, Public School Administrators.
- Community Representation:*** Mostly urban, African American, Vietnamese/Southeast Asian, Hispanic/Latino.
- Family Representation:*** Two parent families, Fathers (good representation), Mothers.
- Notes:*** Not homeless, but the people in the videos look like "regular everyday people".
- II. *Content:*** Adult literacy parents' needs, combining adult literacy and early childhood education, Emergent reading/writing, Child development issues, ESL parents' needs, Using children's books, Using the public library.
- III. *Materials:*** Manual of information available for staff.
- Production Quality:*** Natural. Professionally produced tapes.
- IV. *Programmatic Usefulness:***
Explains ways of talking in school so parents can practice. Gives good steps for questioning and answering teachers and the video explains how to elaborate on the answers.
- V. *Additional Comments/Limitations:***
This would be good for developing ethnic awareness with participants.
This video would be good for beginning readers (Adults) to learn about ways to help their children.
This video lets parents know they can get in on the secret of preparing their child.
These videos show a diverse range of clients and they address problems from both the view of educators and the view of parents.
This tape can be used with low level or non readers but also has good information for reading parents as well.

Parents Sharing Books

ERIC/EDINFO Press
Indiana University P.O. Box 5953P
Bloomington, IN 47407

\$24.95

Time: 18 minutes

I. *Intended Audience:* Parents of School-age children, teens.

Community Representation: Mostly Suburban, African American, Vietnamese/Laotian/Hmong, Hispanic/Latino, Professional.

Family Representation: Two parent families, Single family homes, Single Parent families, Mothers.

Notes: Very middle to upper middle class.
Too high a socio-economic level.
Most of the interaction is children and mothers, not fathers.

II. *Content:* Mostly parent centered, Using children's books.

III. *Materials:* None included with the videotape.

Production Quality: Good picture and clear sound. Staged interactions.

IV. *Programmatic Usefulness:*

This video would be great for middle class families who are interested in reading with their children.

Good use of materials that are in mid-income level. Also uses some good techniques for teaching and motivating High School Students.

Video encourages parents to continue reading to and with their children after children become independent readers.

V. *Additional Comments/Limitations:*

Too upper middle class.

The video does not clearly explain how the program actually works, how parents may become involved, how books are obtained, frequency of group meetings, etc.

Project Lifelong Learning for the Family

Produced by Pennsylvania State University
Available on loan from
Advance Adult Education Library
Harrisburg, PA
AE 2100-97

- I. *Intended Audience:*** Adult Literacy/ESL Teachers, Public Library Staff/Volunteers, Adult Literacy Administrators, Government Officials, Community Based Organizations, Public School Officials, African Americans, ABE, GED.
- Community Representation:*** Urban & Suburban, Hispanic/Latino, Working Class, Rural, Economically in need;
- Family Representation:*** Two parent families, Fathers, Mothers, Single Parent families.
- Notes:*** It looks though the families live in a public housing community.
- II. *Content:*** Combining adult literacy and early childhood education, ESL parents' needs, Using children's books, Using the public library.
- III. *Materials:*** This video is part of an entire set of materials that could be used to introduce staff to the five strategies that promote lifelong learning. Any part could be used separately depending on the need of the audience. The manual gives specific ideas for implementing the various types of programs; it has good bibliography.
- Production Quality:*** Natural performances - very professionally produced.
- IV. *Programmatic Usefulness:***
This would be helpful to give a variety of staff, such as adult educators, child care providers and counselors, ideas to use in family literacy programs.
The video addresses ESL students participating in family literacy programs.
It could be included as a motivational activity to students in similar programs.
Staff training - this would be a good "pick-me-up for those who get burned out" - It's inspirational.
- V. *Additional Comments/Limitations:***
Fundors would be interested and could be used to raise money.
This is a documentary video showing 3 different family literacy program - good cross representation.
This tape is very well done and entertaining as well as informational to watch.

***Project RAP - Reading Aloud the best
Hand Held game in town (... no batteries required)***

Cheryl Franus and Judy Pezzulo
Project Coordinators
501 Crescent Avenue
Ellwood City, PA 16117
Project #ME 103019, LSCA Title III Grant
Available FREE from Public Libraries

I. *Intended Audience:* Parents of School-age children, Community Based Organizations, Youth, Adult Literacy Administrators, Parents of Preschoolers, Childcare Providers.

Community Representation: Mostly Suburban, Caucasian, Working Class, Professional.

Family Representation: Two parent families, Fathers, Single family homes.

II. *Content:* Child development issues, Using children's books, Using the public library.

III. *Materials:* There is a guide in a binder, but the tape is self explanatory.

Production Quality: Natural performances, good production quality.

IV. *Programmatic Usefulness:*

This video could be used for both families and administrators. It would be best to coordinate this with library staff because the videotape emphasizes library use.

Follow up could include library trips and sharing activities from storybook reading with parents and/or librarians.

V. *Additional Comments/Limitations:*

Nice modeling done in field. Nice to have different aged children represented and show parents. Too bad there was no cultural diversity represented. The information was good but would be seen as limited only to suburban upper middle class families.

This video moves along with a variety of practical and useful ideas. We all felt that the lack of African Americans was a drawback. No single mom, no other cultures. Very good ideas.

The relationship between the readers was nice. There was a lot of loving support shown. But there weren't any African Americans. Okay, a sprinkling of kids(2 or 3); no parents reading to them either.

Mostly white children and adults. Not enough African Americans or other cultures represented.

Read To Me

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, Delaware 19714-8139
800-336-READ Ext. 266
\$30.00 (members, \$20.00)
Time: 15 minutes

- I. **Intended Audience:** Parents of Preschoolers, Parents of School Age children.
- Community Representation:** Mostly Suburban.
These communities are represented in our programs but they should have included some families that were represented economically in need communities.
- Family Representation:** Two parent families, Fathers, Single family homes, Single Parent families, Mothers, Mostly Caucasian.
- Notes:** There are not as many economically distressed areas or busy families represented. At times, unrealistic representation of families. Lacks African American representation. Seemed very middle/upper middle class.
- II. **Content:** Child development issues, mostly parent centered, Using children's books, emergent literacy, using the library, using children's books.
- III. **Materials:** There are no additional materials with this videotape. Accompanying materials may include the book, Becoming a Nation of Readers and additional handouts concerning age-appropriate books as well as some library information. This tape may be used along with information in "Laying the Foundations -- A Parent Child Training Kit" from PLAN, Inc.
- Production Quality:** The performers are natural and staged; the production quality is good.
- IV. **Programmatic Usefulness:**
If we want to encourage adults to read to children for their children's sake, this video will be helpful. Assumes that adults viewing video can already read. The video's content is very appropriate for our adult students who are parents or childcare providers.
This video is best used to motivate already reading adults to read to their children. This video reinforces the importance of reading to children.
This could be used as an introduction or review or summary of a session dealing with reading to children.
A trip to the library would be a good follow up activity.

V. Additional Comments/Limitations:

Assumes adults can already read.

This videotape gives the rationale for Family Literacy and some basic ideas, but needs to go further.

This tape doesn't address the issue of parents being unable to read so most likely some programs would not use this tape for fear of "turning off" adult learners.

This tape could be used with adults who have already started a literacy training program and the teacher feels that a "new motivator" is needed. As a follow-up, you could plan a family visit to the library.

This is an introductory tape which needs follow up on how to interact with your child.

Lots of research stated, maybe too much, it would be better to have a few citations and give more examples.

Not a correct use of books. They used ones with only a few words in them and children can be exposed to all levels of print.

There is a need to stop this tape every now and then to give examples and discuss some of the concepts with families.

The different settings they used emphasized that reading with children can be done in many different places.

The parents who watched this videotape felt it should have emphasized not watching too much TV. They liked the way the video showed the closeness of parent & child. They also thought it made a good point of the importance of reading to children.

Read Together Grow Together

Illinois Center for the Book
c/o Illinois State Library
300 S. Second St.
Springfield, IL 62701

\$8.00

Time: 30 minutes

- I. *Intended Audience:*** Public Library Staff/Volunteers, Parents of School-age children, Parents of Preschoolers, GED(specific scene for this), Adult Literacy/ESL Teachers, Childcare Providers.

Community Representation: African American, Working class, Hispanic/Latino.

Family Representation: Two parent families, Fathers, Single family homes, Single Parent families, Mothers; Grandparents/Seniors.

- II. *Content:*** Mostly parent centered, Using children's books, Using the public library, Child development issues, mostly child centered, Adult literacy parents' needs, combining adult literacy and early childhood education. Some scenes are in a child care center. The video shows a woman struggling with speaking English.

- III. *Materials:*** There are no materials to go with the tape. It would be good to use as a variety of children's books with this video.

Production Quality: Good.

- IV. *Programmatic Usefulness:***

This could be used with early childhood programs as well as adult literacy.

Follow-up could include discussion and activities with parents to extend ideas presented here.

- V. *Additional Comments/Limitations:***

This could be an inspirational video for parents. Parents give good advice while being interviewed.

Child care center idea for acting out 3 bears is fun. Include writing in literacy.

Good for overview of family literacy possibilities.

Some reviewers felt this was too long, others felt it was very short.

Reading to Your Children

Produced by Curriculum Associates

Available on loan from

Advance Adult Education Library

AE 2100-86

- I. *Intended Audience:*** Parents of School-age children, Second Language Learners, Parents of Preschoolers.
- Community Representation:*** African American, Vietnamese/Laotian/Hmong, Working Class, Hispanic/Latino, Economically in need, Professional.
- Family Representation:*** Two parent families, Grandparents/Seniors, Fathers, Single Parent families, Mothers, Single family homes, Apartment homes.
- II. *Content:*** Emergent reading/writing. Child development issues, Mostly parent centered, Using children's books, using the public library.
- III. *Materials:*** None available with the tape.
- Production Quality:*** Natural performers, especially the child who said, "Let's just read." Good production quality.
- IV. *Programmatic Usefulness:***
 It may be best to preview the information in a class and then follow up in the video.
 The best follow up would be to visit the library to select children's books. Teachers would want to follow up with activities to extend stories and build oral vocabulary.
- V. *Additional Comments/Limitations:***
 Easy to understand and nice examples.
 Excellent video! Has "meat" to it. Great for a Family Literacy class.
 Nice attention to child development and mental images of words from experiences. Reading environment was depicted as ongoing and natural. Nice - begins gradually as steps or "secrets".
 Promotes first language at home. Nice follow up activities.

Reading With Children

Produced by Literacy Volunteers of America
Available on loan from
Advance Adult Library
AE 2100-44

Time: 45 minutes

- I. *Intended Audience:*** Parents of School-age children, Adult Literacy/ESL Teachers, Public Library Staff/Volunteers, Parents of Preschoolers, Adult Literacy Administrators, Childcare Providers, ABE.
- Community Representation:*** Mostly urban, African American, Economically in need, Hispanic/Latino.
- Family Representation:*** African American and Caucasian parents. Mothers, Fathers, Two parent families Single family homes, single parent families, Apartment homes.
- II. *Content:*** Emergent reading/writing, Combining adult literacy and early childhood education, Using children's books, Mostly parent centered, Child development issues, Adult literacy parents' needs.
- III. *Materials:*** There is a guide that follows tape.
- Production Quality:*** Staged performances.
- IV. *Programmatic Usefulness:***
This video may be included in a training.
After the video you could go over the "6 secrets" to reading.
- V. *Additional Comments/Limitations:***
Condescending tape! Entire tape assures parents don't know how to read or play with their children. This type of information gives parents the idea they can't do it at home on their own. Parents were not given a chance to read. Books were terrible. Not exciting to entice parents to get them interested in reading for pleasure.
They show how to incorporate reading all through the day. This video is a bit long, possibly too long.
I wouldn't want to train my literacy volunteers with this tape. The LVA volunteer is condescending. The parents are stiff and don't interact much with each other or the teacher.
Moves a little slow/Presenter is condescending with participants. This might be useful for use with people who have had no experience with reading with parents.

***Reading and Young Children:
A Practical Guide for Childcare Providers***

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, Delaware 19714-8139
800-336-READ Ext. 266
\$30.00 (members, \$20.00)

Time: 10 minutes

- I. *Intended Audience:*** Childcare Providers, Parents of School-age children, Parents of Preschoolers, Preschool instructors/teachers, Public Library Staff/Volunteers, Family Literacy Instructors, Adult Literacy Administrators.
- Community Representation:*** Mostly parent centered, Mostly urban, African American, Working class, Hispanic/Latino, Economically in need, Professional.
- Family Representation:*** Two parent families, Grandparents/Seniors, Fathers, Single family homes, Single Parent families, Mothers, Apartment homes, Children, Childcare Providers.
- II. *Content:*** Child development, Mostly parent centered, Using children's books, Emergent reading/writing, combining adult literacy and early childhood education.
- The content of this video is appropriate for staff training. It would help meet some of the needs of adult students. The video would help an instructor to see and appreciate reading aloud to children and would hopefully help the instructor pass this information on to parents.
- Could be used as part of a parenting skills class
- III. *Materials:*** There are no accompanying materials. This video could be used along with the information presented in the books: For Reading Out Loud by Kimmel & Segel and The Read-Aloud Handbook by Trelease.
- Production Quality:*** Good read-aloud techniques displayed, natural performances. Excellent production quality, able to hear children clearly.
- IV. *Programmatic Usefulness:***
- If used in a "parenting skills class" or other adult class (to teach adults how to read to children), you would need to explain that the video was designed for staff working with group childcare providers, but same principles apply to one-on-one reading with children. Because this video is so short and you would need to explain the above, perhaps this video has limited use for adult education providers.
- If used in parenting or family literacy class, teachers could organize a trip to the library so parents can help children select books.

V. *Additional Comments/Limitations:*

It could be used for staff preparation but not necessarily as a video for the participants to view. Instead, teachers could pass on the information presented.

It would be best included in a staff training program about the importance of family literacy.

The video has some very useful helpful hints for reading aloud, some of which were reinforced through print on the screen.

It would be helpful in an Even Start program to show parents how they can effectively read to children.

SUMMARY

Challenges

The primary challenge in this project involved the coordination of rotating videotapes across the state. While the project's goal of including many diverse programs in the review panel was idealistic, the everchanging nature of adult literacy providers had an impact on the overall coordination. Midway through the project, the coordinator discovered that some reviewers had not seen tapes yet and, through further investigation found that several videos lay in an office after one reviewer moved from her position. Colleagues of the reviewer were unfamiliar with the project and so two months passed before those particular tapes were moved on. This single instance caused a shift in the route the remaining videos took, and consequently additional time was spent in coordination. This change in the route of the videotapes also resulted in a varied number of reviewers for each tape; individual tapes were reviewed by two to nine reviewers each.

The second challenge was based on the fact that different reviewers viewed the tapes with different purposes, resulting in comments that appeared to conflict with each other. For example, one reviewer may have felt that a tape was "boring" while another reviewer saw the same tape as "excellent." This particular challenge is also viewed as a benefit for this project since the diversity of views within the context of programmatic usefulness and video content provide guide users with valuable information.

The third challenge was deciding on which videos to review since

many became available after the project was well underway. The following videotapes are among those we hope to review in a future edition of the

guide: *Parents Kids & Books, The Joys of Reading Together*
with William H. Teale, a KERA/KDTN production
available from the National Council of Teachers of English.

Jumpstart Let's Be Frank Productions

Super Story Times, A Guide for Caregivers
Beginning With Books, The Carnegie Library of Pittsburgh

Successes:

The primary success of this project parallels the primary challenge: the coordination. Two successful results of coordination can be seen: first, the management of the tapes and panel comments, and second, the diversity of the panel and their responses. The project held to the conviction of including a variety of perspectives in the resulting product. Sometimes, statewide staff development projects reflect an exclusive population or instructional approach. *Beginning With Books*, which provides family literacy materials and support to diverse programs across and beyond the United States, is aware of how diverse family literacy is in definition and implementation. By including a diverse group of reviewers, such as those from both rural and urban areas, instructors, administrators and adult learners, we were able to provide a better view of the potential uses of the videotapes. Since the definition of family literacy is an evolutionary one which includes adult educators, early childhood educators, parents, and librarians, the most promising asset of this guide is its diversity of perspective.

ABE Family Literacy Videotape Guide Reviewing Instrument

Reviewer's name: _____ Affiliation: _____

Please use this form to rate the family literacy videotapes that you are reviewing. Since it can not cover all comments you may have about a video, there is a section at the bottom for additional comments.

Title of Videotape: _____

Publisher: _____

Cost: _____

Materials Included: Guide Instructional Materials
 Other _____

1. Intended Audience:

- | | |
|--|---|
| <input type="checkbox"/> Second Language Learners | <input type="checkbox"/> American Indian |
| <input type="checkbox"/> African American | <input type="checkbox"/> Prison |
| <input type="checkbox"/> ABE | <input type="checkbox"/> Homeless/Transitional
Housing |
| <input type="checkbox"/> GED | <input type="checkbox"/> Job Training programs |
| <input type="checkbox"/> New Citizens | <input type="checkbox"/> Youth (16 - 21 years) |
| <input type="checkbox"/> Adult Literacy/ESL Teachers | <input type="checkbox"/> Adult Literacy
Administrators |
| <input type="checkbox"/> Public Library Staff/Volunteers | <input type="checkbox"/> Government Officials |
| <input type="checkbox"/> Community Based Organizations | <input type="checkbox"/> Parents of Preschoolers |
| <input type="checkbox"/> Parents of School-age children | <input type="checkbox"/> Childcare Providers |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Are the intended audiences ones that your program shares? YES NO

Comments: _____

2. Community Representation on Videotape

- | | |
|---|---|
| <input type="checkbox"/> Mostly urban | <input type="checkbox"/> Mostly rural |
| <input type="checkbox"/> Mostly Suburban | <input type="checkbox"/> Combination: _____ |
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino |
| <input type="checkbox"/> Vietnamese/Southeast Asian | <input type="checkbox"/> Economically in need |
| <input type="checkbox"/> Working Class | <input type="checkbox"/> Professional |
| _____ | _____ |

Are the communities represented in the video also ones represented in your programs? YES NO

Comments: _____

3. Family Representation

- | | |
|---|---|
| <input type="checkbox"/> Two parent families | <input type="checkbox"/> Single Parent families |
| <input type="checkbox"/> Grandparents/Seniors | <input type="checkbox"/> Mothers |
| <input type="checkbox"/> Fathers | <input type="checkbox"/> Apartment homes |
| <input type="checkbox"/> Single family homes | <input type="checkbox"/> Group homes |
| <input type="checkbox"/> Same gender parents | _____ |

Does the video represent the families served in your programs? YES
 NO

Comments: _____

4. Content

- | | |
|---|---|
| <input type="checkbox"/> Adult literacy parents' needs | <input type="checkbox"/> ESL parents' needs |
| <input type="checkbox"/> Emergent reading/writing | <input type="checkbox"/> Using children's books |
| <input type="checkbox"/> child development issues | <input type="checkbox"/> using the public library |
| <input type="checkbox"/> combining adult literacy and early childhood education | |
| <input type="checkbox"/> mostly parent centered | |
| <input type="checkbox"/> mostly child centered | |

Is the programs' content appropriate for meeting the needs of your Adult Basic Education/English as a Second Language program? YES NO

Comments: _____

5. Materials

If there are accompanying materials with the video, would they be useful to your program? Why/why not? Are there other materials that you would use with this?

6. Production Quality

Are the performers natural or staged? _____

Is the picture clear and the sound audible? _____

7. Programmatic Usefulness

Thinking of the time you have to conduct literacy programs, could this tape be easily included in your program? Why/why not?

What kinds of preparation would you need to make the best use of this tape? (think of staff training, timing of classes, preparation for the students in concepts that may be new to them, etc.)?

What kinds of follow up will be necessary to make the best use of this videotape?

(Think of class work, purchasing/requesting children's materials, collaborative work with other community based organizations/libraries/schools, etc.)

Additional Limitations or Comments about this tape:

ABE Family Literacy Videotape Reviewer Panel

Dr. Linda McCrossan	Adult Literacy Center of the Lehigh Valley Allentown, PA
Twila Evans	Education Coordinator Northampton County Prison Easton, PA
Dr. Manuel Gonzalez	Director of Adult Literacy Northampton Community College Bethlehem, PA
Rita Cupingood	Norristown Family Center Norristown, PA
Susan Liefeld	Instructor Chester County OIC West Chester, PA
Beverly Smith	Program Director Immigration & Refugee Services of Catholic Charities Harrisburg, PA
Esther Bratton	Supervisor/Adult Instructor TIU - Adult Education & Job Training Center Mifflintown, PA
Jean Douaihy	Lackawanna Jr. College Scranton, PA
Maggie Gibb	Parent Education Coordinator Beginning With Books The Carnegie Library of Pittsburgh Pittsburgh, PA
Penny Lang	Family Literacy Specialist Goodwill Literacy Initiative Pittsburgh, PA
Denise Caldwell	Instructor Greater Pittsburgh Literacy Council Pittsburgh, PA