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ABSTRACT

This document, which was developed for use by the participants in a national staff development videoconference on making sense of the issues in family and adult literacy, contains useful information and resources for literacy program staff who are considering making changes in their literacy programs. The document consists of the following: videoconference evaluation form; list of conference sponsors, panelists, and staff; conference agenda; and participant packet. The contents of the participant packet are organized as follows: family literacy program issues (issues from the field, current models for family literacy programs, a family agenda for literacy programs for second language learners, and issues to consider when developing family literacy programs); description of three published family literacy program case studies; selected resources for family literacy (31-item annotated bibliography and annotated list of 16 selected organizational resources); and electronic online resources for family literacy and guidelines for accessing them. (MN)

FAMILIES AND LITERACY: MAKING SENSE OF THE ISSUES

NATIONAL VIDEOCONFERENCE: DECEMBER 14, 1995

PARTICIPANT PACKET

NCAL PRACTICE REPORT PR96-01

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The National Center on Adult Literacy (NCAL) was established in 1990 by the U.S. Department of Education, with co-funding from the Departments of Labor and Health and Human Services. The mission of NCAL addresses three primary challenges: (a) to enhance the knowledge base about adult literacy; (b) to improve the quality of research and development in the field; and (c) to ensure a strong, two-way relationship between research and practice. Through applied research and development and dissemination of the results to researchers, policymakers, and practitioners, NCAL seeks to improve the quality of adult literacy programs and services on a nationwide basis. NCAL serves as a major operating unit of the Literacy Research Center at the University of Pennsylvania.

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December 14, 1995

Dear Videoconference Participant:

Welcome to the videoconference *Families and Literacy: Making Sense of the Issues*. We are pleased that you have decided to participate today and certainly hope that you will find the videoconference to be of value for you, your program, and of course, your students.

This is the fourth in a series of staff development videoconferences brought to you through a partnership among the National Center on Adult Literacy, the PBS Adult Learning Service, the Office of Educational Research and Improvement of the U.S. Department of Education, the Office of Vocational and Adult Education of the U.S. Department of Education, the National Institute for Literacy, the National Center for Family Literacy, the American Association of Community Colleges, and WHYY-TV in Philadelphia. Each of the partners has contributed important resources to the development and implementation of this project because of our commitment to addressing the important issues of adult and family literacy.

The National Center on Adult Literacy is pleased to provide for you this Participant Packet. It includes useful information and resources that will enhance your participation in the videoconference and will assist you as you consider making changes in your family literacy program. We urge you to pay special attention to the follow-up electronic networking component of this videoconference, as this will allow you to continue the dialogue on family literacy issues.

At the close of the videoconference, please be sure to fill out the evaluation form that is in your packet and return it to your site coordinator. Your feedback is very important to us.

Sincerely,

Daniel A. Wagner
Director, NCAL

Families and Literacy: Making Sense of the Issues

Videoconference Evaluation Form

Your comments about today's program will be greatly appreciated. Please answer all questions and return this form to your site coordinator or mail to the address at the bottom of the page:

1. On a scale of 1-5 (with 5 being the highest), rate this videoconference in terms of its overall educational value to you:

Poor 1 2 3 4 5 ***Excellent***

2. Please rate each of the following sections of the videoconference in terms of its educational value to you:

a. Discussion of family literacy issues

Poor 1 2 3 4 5 ***Excellent***

b. Case studies

Poor 1 2 3 4 5 ***Excellent***

c. Discussion of Family Literacy program issues

Poor 1 2 3 4 5 ***Excellent***

d. Question and answer periods

Poor 1 2 3 4 5 ***Excellent***

3. On a scale of 1-5 (with 5 being the highest), please rate the participant packet in terms of its educational value to you:

Poor 1 2 3 4 5 ***Excellent***

4. On a scale of 1-5 (with 5 being the highest), please evaluate the effectiveness of the videoconference medium as a tool for staff development:

Poor 1 2 3 4 5 ***Excellent***

5. What one thing will you try to do as a result of participating in this videoconference?

6. What topics would you like to see addressed in future staff development videoconferences? (check all that apply)

- ❑ Workplace learning
- ❑ Effective teaching/teaching methods
- ❑ Innovative adult learning programs
- ❑ Using low-end technologies
- ❑ Instruction for low-level readers
- ❑ Tutor training
- ❑ Assessment
- ❑ Family literacy
- ❑ Learning disabilities
- ❑ Effective technology practices
- ❑ Retention/recruiting students
- ❑ Second language learning
- ❑ Distance education
- ❑ Funding
- ❑ Learning strategies
- ❑ Prison literacy
- ❑ Staff development
- ❑ Other

_____

_____ _____

7. What is your current position (e.g., program administrator, instructor, tutor)? (check one)

- ❑ Adult Literacy Student
- ❑ Instructor
- ❑ Tutor/Volunteer
- ❑ Administrator/Director
- ❑ Counselor
- ❑ Trainer
- ❑ Professor/Faculty
- ❑ Other _____

8. Other comments (please use back of page if necessary):

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National Center on Adult Literacy
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Families and Literacy: Making Sense of the Issues

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FAMILIES AND LITERACY:

MAKING SENSE OF THE ISSUES

December 14, 1995

VIDEOCONFERENCE AGENDA

OPENING

DISCUSSION OF ISSUES: FAMILIES AND LITERACY

- Family legacies and their impact upon literacy acquisition
- Family systems and messages about learning
- Role of native culture and language in literacy learning
- Changing relationships, changing the rules within the family
- Identifying and building upon family strengths

CALL-IN/FAX-IN QUESTIONS, COMMENTS

FAMILY LITERACY PROGRAMS: CASE STUDIES

DISCUSSION OF ISSUES: FAMILY LITERACY PROGRAMS

- When, why is family literacy programming the solution?
- Intentional program planning—careful and realistic determination of program purposes, goals, and outcomes
- Assessing what family members need and who should be served
- Role of language and culture in instruction
- Developing effective community partners
- Funding: how to keep programs afloat in trying times

CALL-IN/FAX-IN QUESTIONS, COMMENTS

ELECTRONIC NETWORKING: CONTINUING THE DIALOGUE

CLOSING

Families and Literacy:

Making Sense of the Issues

Participant Packet Contents

PART A:

FAMILY LITERACY PROGRAM ISSUES

FAMILY LITERACY PROGRAMS: ISSUES FROM THE FIELD

Vivian Gadsden

Family literacy programs over the past ten years have increased in both number and focus. Many have been formed as independent programs while others are a part of longstanding educational programs such as Head Start. While their populations vary, they typically serve child and parent, usually the mother, although increasingly fathers are participating in programs. Despite the attention that has been given to the topic of family literacy, relatively little is known about how programs develop and implement their missions and purposes or what the critical issues are in the field.

Over the past few years, the Families and Literacy Project at the National Center on Adult Literacy (NCAL) has conducted a variety of activities with family literacy programs and practitioners. From its early work in Philadelphia and Baltimore and recent work in Michigan, the project has been able to identify several important issues and problems shared by family literacy practitioners. Five of the most commonly identified issues are those that have been identified historically by adult literacy programs.

First, practitioners are concerned about curricular issues. Many thread together work from adult literacy and combine it with a variety of practices from K–12 educational programs. Although several packages are available, practitioners report that none includes all of what they need. The practitioners often find that the programs provide useful information about start-up and frameworks and provide general guidelines about the importance of parent-child reading. What it appears that the practitioners seek is information, ideas, or suggestions about instructional issues and approaches, materials, and ways to serve parents and children with sometimes vastly different experiences. Like K–12 practitioners who are engaged in innovative work, many family literacy practitioners combine their knowledge of approaches such as literature-based approaches, of concepts such as metacognition, and of issues around culture and parent-child learning to develop curricula that meet the needs of the populations that they serve.

Second, assessment persists as an area in which family literacy practitioners seek assistance. Many programs are using or developing portfolio assessment activities that enable family literacy learners to chart their own progress over time. NCAL's Families and Literacy Project is completing work on an instrument and report on portfolio assessment for family literacy learners.

Third, programs are faced with a variety of staff development problems. With few people with preparation to teach in family literacy programs, the programs draw staff from several different areas. Because the field is just emerging, programs have few sources for ongoing staff support or opportunities for staff members to examine the range of possibilities for their work as family literacy practitioners.

Fourth, funding has been identified consistently as a problem. This is a two-fold problem, however. Programs have insufficient funds to provide the range and quality of services that the community needs. They constantly find themselves eliminating much-needed services because of a shortage of funding. In addition, they spend an enormous amount of time seeking funds to supplement their federal, state, local, or private support. Many have attempted to respond to the problems by continuing to seek assistance from different sources and participating in more collaborative relationships in which common features of programs can use a small pot of funding.

Fifth, practitioners report wanting to reach larger numbers of the parents and children--the most in need within their communities. This is not a simple issue of recruitment but a

question of how a program with minimal human or financial resources can attend effectively to the multiple needs of communities for educational and literacy support.

This analysis refers to the Families and Literacy Project at NCAL, conducted under the leadership of Vivian Gadsden and Scott Paris.

CURRENT MODELS FOR FAMILY LITERACY PROGRAMS

The expression "intergenerational literacy" is used to define the literacy instruction that takes place between children and adults. The number of literacy programs that involve intergenerational literacy exercised for families has been steadily increasing. The existing literature on family literacy explores how intergenerational effects can become a positive influence in the literacy development of children, yet there is no consensus on any single definition of family literacy, nor is there any criteria for effective implementation of family literacy services. There seem to be as many interpretations of family literacy service as there are programs that provide it. This variety of definitions seems to reflect an adaptability to the diverse population of program participants. Which model and method of family literacy is best may depend on the features of the particular environment, goals, participants, staff, and resources. At this time, four programs in the United States have become popular models for family literacy services: the Missouri Parents as Teachers Program, the Kenan Trust Family Literacy Project, Parents as Partners in Reading, and HIPPY.

MISSOURI PARENTS AS TEACHERS PROGRAM

The Missouri Parents as Teachers Program (PAT) originated in Missouri and has been implemented in 36 other states and in Australia. It encourages parent-child interaction through a partnership between home and school which begins with the birth of the child. This partnership is the key aspect of the PAT in helping parents give their child the best possible start in life. The curriculum is based on the premises that parents are the child's first and most influential teachers and that schools should assist them in the social and academic education of their children. PAT offers personalized home visits by certified "Parent Educators," group meetings where parents share their experiences and feelings, monitoring and screening for possible developmental delays or disabling conditions prior to the child's third birthday, and a referral network enabling parents to connect with services beyond the scope of the program. The state of Missouri mandates the PAT service for children from birth to three years of age in families that are determined to be economically or socially disadvantaged.

THE WILLIAM R. KENAN, JR. CHARITABLE TRUST PROGRAM

The William R. Kenan, Jr. Charitable Trust Program model is a comprehensive approach to family literacy programming. This model of family intervention is grounded in a body of principles (1) that parents and children can learn together in a reciprocal teaching environment; (2) that intensity is needed to address the serious issues associated with literacy needs; (3) that duration matters—quick fixes do not work; (4) that quality early childhood and adult education environments will help to generate, regenerate, and restore the foundations for educated families; and (5) that cooperative efforts and complex strategies are required to support families. Because the family unit is the first and primary source of knowledge, language, values, social relationships, and physical surroundings which form the central environment for young children, the comprehensive program will, then, link families and children in the literacy program, working with multiple generations to define, embed, and transmit the message of literate behaviors. The curriculum for the William R. Kenan, Jr. Charitable Trust Program runs similarly to a typical school day with a bus ride to the school site and meals provided throughout the day. The adult education component is central to the success of the comprehensive model because the adults serve as leaders of the family and influence goals, language experiences, and activities. The early childhood component is likely to have the greatest effect on the child because of its emphasis on active learning and experiences. Parent/child interaction time changes the view

of the parent toward the child as a learner. Expectations and interactions change and carry over into the home and affect the other children. Parent groups directly affect interaction between parent and child. The volunteer component results in new skills, behaviors, attitudes, and expectations, with significant indirect effects upon the child. The National Center for Family Literacy founded the William R. Kenan, Jr. Charitable Trust Program, a pilot project which expanded quickly into a model program.

PARENTS AS PARTNERS IN READING

The Parents as Partners in Reading model of family literacy originated from the Parents as Partners program. It includes a training manual and videotapes developed collaboratively between school and university teams. These materials, along with a variety of children's books, were designed to provide educators with the tools they need to begin a family literacy program in their school, library, or community center. The tapes offer three plans to accommodate the diverse needs of parents. Plan 1 consists of 24 lessons to be presented during a normal school year for parents who have difficulty reading and who need a longer time to acquire the literacy skills necessary for effective interaction during reading activities with their children. Plan 2 runs for six weeks with one lesson per week presented consecutively at any time of the year. This plan was designed for parents who seek to improve their literacy skills and to learn how to better prepare their children for reading. Plan 3 includes any number of selected workshops based on the lessons from Plan 2. These can be presented on any days of the year and are for parents who read well and often to their children but would like to learn more about their pre-literate behaviors. The manual includes a suggested method for evaluating the lessons and concludes with a bibliography and suggested titles for parents and teachers. It is in loose-leaf form to encourage modifications and expansion of the curriculum by literacy providers and prompts patrons to write the authors with results and suggestions for improvement.

HIPPY

HIPPY originally began in Israel with its main purpose being to help immigrant children gain the same advantages in learning as the Israeli children already there. HIPPY is internationally known and its programs are operating in Germany, New Zealand, Chile, Turkey, South Africa, and Mexico. HIPPY programs were first introduced in the United States in 1986. The international mission statement of the HIPPY program explains that the objectives of HIPPY are to strengthen the parent-child interactions, to benefit the overall development of the child, to enhance the development of the parent's role as primary teacher and educator, and to target specifically those families that need the most support. Through its home-based early childhood enrichment program, HIPPY also seeks to prepare children for their future academic education, to bolster children's self-esteem and confidence, and to provide an environment where children explore their worlds through reading. HIPPY hopes that parents will receive the incentive and drive to become the primary educator in their child's life because learning begins in the home. The parents are the child's first teachers. The objective is that parents will become more sensitive to the needs of their children and attempt to meet those needs in the best manner. HIPPY encourages families to build on their strengths and then use those strengths to support other families in the communities around them. Finally, HIPPY seeks to promote the Home Visitor program, women's leadership, and social equality in the community.

SUMMARY

In summary, these four programs illustrate key features of popular family literacy services. They emphasize similar principles such as:

- begin providing help to families during infancy,
- encourage language development and interactive play as precursors to emergent literacy,
- provide to families books, print materials, and lessons that are appropriate for the literacy levels of family members,
- provide medical, social, and educational services to families that go beyond learning to read and write, and
- build feelings of self-efficacy in children and parents through success in literacy and collaboration with others.

Many family literacy projects synthesize these principles with their own philosophical orientations and historical practices to create a variety of eclectic programs.

LITERACY AND SECOND LANGUAGE LEARNERS: A FAMILY AGENDA

Gail Weinstein-Shr
in
Spener, David (Ed)
Adult Biliteracy in the United States
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Delta Books

Introduction

Imagine this scenario. There is a people's revolution. Academics are all forced to leave the U.S. with our families. Somehow, we end up in Laos. Glad for our lives, we take what we can get. The only work available is in the lowland rice farms. Our academic training has not prepared us well. Because of flabby upper arms and inexperience, we plant slowly and get very low wages. We can only hope that things will get better when we learn some Lao, so we can get better jobs.

I imagine my daughter Hannah going to school. Of course, Lao is the language of instruction. There are times when she doesn't understand the school assignment. Neither do I. After long outdoor days, I am lucky to have a slot in overcrowded adult classes for LLP (Limited Lao Proficient) adults, where I learn the essential vocabulary of farm implements. Hannah hangs out with some Lao kids. She wants to fit in. Soon she talks to me in Lao. She teases that she doesn't understand English anymore.

What would I want for Hannah, for my husband and for me in this new life? How could my adult classes and Hannah's school classes contribute to making that new life? What would any of us want? This paper is an attempt to explore that question.

I. Defining the problem: A school perspective

Experience

> *I feel so bad for these kids. The parents don't come to parent-teacher conferences. I've never seen any at open house either. I don't think they really try to help the kids with school. I wonder, maybe in their culture, education isn't as important.* (Secondary school teacher in refugee concerns discussion group, TESOL 1989)

The teacher quoted above does not know very much about the families or the communities of the children in her classroom. She only knows that they are poor. She does not have the time, she feels, or the adequate means to find out more.

> *I visit them (the Cambodians) in their homes. I explain why it's important for them to come. I even call them the night before to remind them. "Yes," they say. "I'm coming." Then, next morning, I wait, no one comes. So I call them.* (U. Thiem, personal communication)

Thiem knows quite a bit about the families of the children she teachers. She is a native speaker of Khmer. Her commitment to helping Cambodian children succeed is reflected in the long hours she puts in, and her persistent (though often fruitless) efforts to convince parents to come to the school for parent events. Teachers and administrators are frustrated. The solution, it seems, is to help these parents to get involved, and to provide them with the skills they need to do the kinds of things that the parents of successful school achievers do.

Research

The evidence is convincing. Educational research from several domains indicates the importance of parents in the school achievement of their children. Scholars of "emergent literacy" point to evidence that conceptual development happens during the earliest years in life (Teale & Suzlby, 1986), leading to emphasis on parents as the "first teacher." Children's achievement in school has been demonstrated to be directly correlated with mother's level of education (Sticht, 1988). In addition, it is clear that parent behaviors, such as ways of "scaffolding" or constructing conversations, ways of talking about pictures in books, ways of telling bedtime stories and other ways of interacting around print are important factors in predicting children's school achievement (Heath, 1982).

The impact of parents and home environment has also been a recent focus of scholars interested in language minority children. Attempts to understand school achievement have focused on early literacy and language at home (e.g., Cochran-Smith, 1984) and on other school-home differences (e.g., Cummins, 1981, Moll & Diaz 1987). Results of these studies have been aimed at helping educators understand differences in order to sensitize teachers and to facilitate academic learning.

Practice

"Family literacy" is the response in practice for working with parents to improve the school achievement of children. Among the new initiatives include the Barabara Bush Family Literacy Foundation; the Even Start Legislation, and the Family English Literacy Program of the Office of Bilingual Education and Minority Languages Affairs, which funds family literacy programs around the country.

One set of goals for family and intergenerational programming has been improving the school achievement of children by promoting parental involvement. Programs aimed primarily at increasing parental involvement are constituted by activities that encourage or teach parents: (a) to provide a home environment that supports children's learning needs; (b) to volunteer in the schools as aides or other roles; (c) to monitor children's progress and communicate with school personnel; and (d) to tutor children at home to reinforce work done in school (Simich-Dudgeon, 1986).

A second set of goals often found in family literacy programs is "... to improve skills, attitudes, values and behaviors linked to reading" (Nickse, 1990, p. 5). Models that aim at these goals are often constituted by a variety of reading activities. Some of these may involve teaching parents to imitate behaviors that occur in the homes of "successful" readers such as reading aloud to children and asking them specific types of questions as they read. Parents of young children may practice in adult groups on books that they may then read to their children. This approach is possible for parents of very young children who have some hope of learning enough English to be able to keep linguistically one step ahead of their children.

II. The social context of literacy: Literacy and everyday lives

Over the last five years, I have had the opportunity to learn about the lives and the concerns of refugees and immigrants in Philadelphia through Project LEIF, Learning English through Intergenerational Friendship[1] and more recently in Western

[1] Project LEIF, Learning English through Intergenerational Friendship, is a model program developed at Temple University Institute on Aging's Center for Intergenerational Learning. Through Project LEIF, over 500 college-age volunteers have been trained to tutor English as a Second Language (ESL) to elder refugees and immigrants at four community centers throughout the city. These include a Cambodian Buddhist temple, a Chinese community center, a Latino Senior Center and a multicultural neighborhood center. For information about Project LEIF, see Weinstein-Shr, 1989.

Massachusetts. The concerns of adults I have spoken with revolve around three themes: survival, communication, and power.

Survival

> *Soldiers come we run always run. I have my baby inside. I run. Baby come out I can't rest. My family we hear guns. I run with baby. When we not run baby dead. Five my children die from Khmer Rouge in my country.* (as told to P. Lopatin, 1990)

The stories of the Hmong, Khmer, and Vietnamese that I know reveal a common characteristic: These people are survivors. The families we have worked with made it here despite unbelievable odds, and they continue to use their survival resources to manage in difficult conditions with limited resources. The families we know have been ingenious in their strategies for dealing with problems.

Families divide the language and literacy labor. In one Cambodian home, the kids read the English mail, the mother reads Khmer letters aloud to the family, and the eldest daughter, who was able to get her license, has become the family driver. In several homes, every phone call is answered by two people—an adult native language speaker and a younger English speaker. The superfluous interlocutor then hangs up.

Adults without a history of literacy or of schooling have come up with some very creative strategies for supporting their children's education. Poor Khmer farmers in Cambodia often sacrificed their most valued resource by selling a parcel of their own farmland to send one child to school (Samien Nol, personal communication). Likewise, in Philadelphia, many adults miss their own language classes to earn money from seasonal blueberry picking, but rarely pull their children from school for the same purposes (Atzert, personal communication). One Hmong family has separate hooks on the walls for their children's book bags, a study table in the common room which automatically gets priority for use for homework. The father attends clan meetings in Nebraska to discuss, among other things, strategies for supporting children's school success. One decision, for example, was for clan elders (most of whom are not themselves literate) in cities across the country to throw a party in which all children of the clan were given a quarter for every A received (Weinstein-Shr, in press).

Our experience at Project LEIF confirms the research of others that refugees are excellent problem-solvers. Like the native-speakers of English that we learn about from Fingeret (1984), many refugees who have limited experience with print rely on social networks and their own wits to solve a wide variety of problems. When older adults were asked why they wanted to learn English, they rarely brought up survival concerns (Weinstein-Shr and Lewis 1991). Rather, most reported that they wanted to learn English to be able to communicate with children or grandchildren. The second theme, then, is communication.

Communication

> *Cambodia was more fun. I had friends there, and they all spoke Khmer. We'd all talk about things, then we'd go get something to eat.* (S. Yi to A. Atzert, 1990)

This is the response of an elder Cambodian woman as translated by her grandson. She had just been asked what the difference was between Philadelphia's open air market and the market where she shopped in Cambodia. Atzert confesses that this was the first time he actually pictured his language-learning partner as the talkative, bubbly, competent and sociable person that he now imagined from her answer.

For uprooted adults, there are important consequences of changes in the "communicative economy" (Hymes, 1984) when they enter a setting in which new codes

(i.e., languages) as well as new channels (i.e., writing) are used. One Puerto Rican woman reports that she feels like an outsider in her own children's homes when her grandchildren speak English. A Hmong woman speaks of her fear that her grandchildren will not know what life was like in Laos, and that as their linguistic repertoire changes, she will have no way to tell them.

For parents of school age children, the change in the communicative economy means that they often have to rely on children to decipher communications from school. One Cambodian man tearfully reported that his son had been expelled 6 months earlier. The boy left every morning at 8, returning at 4, so the man did not know about the expulsion until 6 months later when a neighbor told him. He had, until then, depended on the boy to decipher messages from school. This raises the third theme which repeatedly arises in the tales of our neighbors- the theme of power.

Power

> *"I have ears but I am deaf! I have a tongue but I am mute!"*—(Chinese elder on life in his English-speaking neighborhood).

What happens when children are the translators, the decoders, the messengers? One tutor noted in his log that he wondered who was in charge when he came to tutor his older Khmer partner, and found heavy metal posters displayed in every room in the house. One Lao boy sabotages his mother's efforts to learn English, disrupting her English lessons, and repeatedly tells her that she is too stupid and too old to learn. One tutor reports that when she calls her Vietnamese partner on the phone, the woman's son "hovers" on the line, as if English has become his domain to supervise and control. When this woman can't solve a problem, she lets it go unsolved rather than asking her children.

The issues of power have an important impact on issues of schooling. Several parents report their frustration that they are unable to help with homework. Many Asian parents we work with report their fear of looking stupid to their children. Even when kids are willing to be helpful, parents report their shame in having to depend on them.

The discomfort caused by power shifts in communication is as uncomfortable for children as it is for adults. When I asked Asian teens for advice to teachers, one response was particularly poignant—"Please, if I translate for you when you talk to my mother, don't look at me, look at her when you speak" (at Penn TESOL, 1989). This Chinese youth told us of his embarrassment when his own mother was marginalized, and when he was treated like an authority in front of her.

These examples show that literacy events (Heath, 1983) and speech events (Hymes, 1974) can be structured in ways to ascribe roles that are empowered or powerless for the interlocutors. The consequences of shifts in power positions have consequences for all who are involved in the shift.

III. Redefining the problem: A family perspective

If I were to find myself in Laos, I would certainly want my daughter Hannah to succeed in school. Her achievement would be one source of our concern, and hopefully, of our pride. However, that is not all that I would want. I would want her to see me as a competent and loving parent. Despite my limited Lao proficiency, I would want her to see me as a person with authority, and with the wisdom of life experience. The way that she were taught in school could have a great impact on the degree to which this would be the case. Would teachers and resettlement workers tell Hannah to learn Lao as quickly as possible, and ask us to stop using English in the home because it would be bad for her? Would Hannah have to tell her teacher with shame that she hadn't done her homework because we were unable (i.e., too ignorant or stupid) to help her? Would Hannah learn only Lao history, concluding indirectly that our past life in America had nothing to do with

her and was thus of no use or consequence? If the goal were only to make Hannah into a successful student, to what degree could the mission succeed under these conditions? If it did, what would the price be for us and for Hannah?

I propose an educational agenda in which family strength and joyful interdependence is the goal, and where *schooling* is a variable with profound consequences for the prospects of realizing that goal. With a family agenda, the issues and questions shift.

Research

Educational research for a family agenda would explore issues of survival, communication and power such as those in the three sets of questions posed below:

1. How do refugees, immigrants (or any families served by schools) solve or fail to solve problems that require literacy skills? (This requires seeking to discover existing resources in addition to those that are lacking.)

2. What are the functions and uses of literacy (both native and second language) in the lives of people that are served? Who uses what language to whom and under what circumstances? What are the consequences of this particular communicative economy? What is the implication for home-school communications (including the parents' experience of those communications)?

3. What is the significance of language in the negotiation of new roles and relationships in a new setting? How has authority and power shifted in families? What is the role of language in intergenerational relationships? What are the ways in which schools influence the process in which these relationships are negotiated?

Experience

With a family agenda, teachers and administrators will continue to share their perspectives. However, channels will *also* be created for documenting the experiences of mothers, fathers, grandmothers, grandfathers and children themselves about their lives in school and at home with one another.

Research like that of Twymong (1990)) shows the price that parents can sometimes pay for taking on behaviors in the home to help their children do well in school. This research showed that when parent-child interaction became centered around school-like tasks such as the re-enactment of reading lessons, the children initially did well in school. However, over time, children began to experience tension, anger, hostility, resistance and alienation in their relationships at home (Willett & Bloome, in press). Delgado-Gaitan (1987) provides another example as she documents the hopes and frustrations of Mexican parents who desperately want something better for their children. She demonstrates the ways in which these adults provide supports within the limits of their resources in a system that does not tap into their potential for more substantial involvement.

The hopes and the frustrations of teachers and administrators is one part of the tale that needs to be told. However, parents' experiences with their children's' schools and schooling, the experiences of elders as unique and irreplaceable sources of cultural transmission, and the experiences of children who make sense of the world through lived experiences at school and at home also need to be part of the story on the record that shapes research, decision-making and policy.

Practice

Research and experience of children and adults in families can inform practice that aims at supporting the educational achievement of children without undermining the family as a crucial resource for making sense of a new life in a new setting. The Foxfire experiment

provided a strong sense of the possibilities for enabling children to strengthen their literacy skills while documenting and valuing the collective knowledge and experience of their families and communities (Wigginton, 1985). In this project, children from the hills of Appalachia collected recipes, folk tales, instructions for making banjos, and so forth, by interviewing elders and creating documents that would preserve this information for their future children and their children's children. Innovative educators are beginning to rediscover the power of acknowledging these resources. Navajo parents who are unable to read in any language are often wonderful story tellers who can captivate their children with tales, and who can listen to their children tell or read stories. Latino adults in the Pajaro Valley have become more interested in learning to read and in sharing literacy experiences with their children because of an emphasis on Spanish literature in addition to English (Ada, 1988).

When schools can capitalize on these resources, literacy skills are developed and relationships are nurtured in synergy. As emphasis is placed on what can be done and what can be shared rather than on what isn't done or what isn't shared, children and adults can develop ways of being together in which they both stretch, learn and profit from one another. One experiment showed that children who *read to their parents* improved their reading skills as much as a control group who received equal hours of academic tutoring in reading (Tizard, Schofield, & Hewison, 1982). If I were in Laos, I imagine feeling pretty foolish trying to struggle through a Lao story, with Hannah looking on in contempt. But I can imagine listening with pleasure as Hannah read proudly to me!

While steps have been taken to use insight into the family for improving school achievement, the next logical step is to use knowledge of schooling and learning processes to strengthen families and communities as resources for their members. With a family perspective, the consequences of educational practice will be measured not only by achievement test scores, but also by measures of success for families and communities as sources of cooperative problem-solving, mutual support for learning, respect for the resources of the generations. With the challenges that our children will face for solving global problems, team work and cooperation between the generations is our best hope.

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FAMILY LITERACY PROGRAM DEVELOPMENT: ISSUES TO CONSIDER

I. UNDERSTANDING THE POPULATION TO BE SERVED

- Who are the people to be served?
- What are their needs around family support issues?
- What are their literacy needs?
- What key community and agency leaders can help define the needs to be served?
- How are the potential learners involved in expressing their concerns and needs about parenting and family life?
- What information is needed about the community and the issues it faces?
- Have issues of language and culture been addressed?

II. PROGRAM DESIGN AND DEVELOPMENT

- Will family needs be met most effectively by providing
- Direct or indirect programming for parents?
- Direct or indirect programming for children?
- Combined parent/child programming
- What age children will be served?
- How are funding priorities and constraints addressed and met?
- What are specific program goals and objectives? Anticipated outcomes?
- How are community agencies/partners involved in program planning?
- How are learners involved in program planning?
- Assessment—how will learners' initial needs, strengths, goals be assessed?

III. STAFFING ISSUES

- How does program staffing address family and cultural backgrounds of learners?
- What kind of professional development opportunities are needed and made available—in child development/parenting skills, adult literacy, emergent literacy, and cultural awareness/multicultural education?

IV. COMMUNITY/AGENCY INVOLVEMENT AND COLLABORATION

- How are ongoing relationships maintained with community partners, agencies?
- How are family literacy programs and services integrated with the delivery of other family and social services?

V. CURRICULUM DEVELOPMENT

- Scope: determining program components
- What will be included for parents?

- Literacy instruction?
- Parenting skills?
- Employment-related skills?
- Support of children's learning?
- What will be included for children?
- Emergent literacy instruction, support?
- Structure
- Home-based vs. site-based?
- What activities done with parents and children together vs. separately?
- Language and culture
- How are learners' native language and culture incorporated into the curriculum?
- How are learners' family culture and patterns incorporated into the curriculum?
- What family and cultural resources are utilized as instructional materials?
- How are the strengths, wisdom, and history of the family valued and integrated into the learning process?
- Collaboration among learners and program staff
- What opportunities are available for sharing successes, concerns, learnings, and problem solving?
- Is a sense of community fostered among the learners and teachers?
- What roles are played by adults, children, and program staff? What kinds of opportunities are there for flexible roles?

VI. OUTCOMES

- What kinds of learner and program outcomes are expected?
- How are they evaluated? Measured?

PART B:

FAMILY LITERACY PROGRAM CASE STUDIES

FAMILY LITERACY CASE STUDIES

FAMILY LITERACY PROGRAM, JEFFERSON COUNTY PUBLIC SCHOOLS, LOUISVILLE, KY

The family literacy programs in Jefferson County Public Schools have grown since 1989 to currently serve over 150 families at ten sites. Seven of the ten sites offer on-site infant-toddler services as part of their integrated parent-child interaction component. The programs blend funding from several public and private sources and receive training and technical assistance from the National Center for Family Literacy (NCFL), which is also located in Louisville.

Contact: Beverly Bing (502) 485-6035

TOGETHER IN LEARNING PROGRAM, HOMES FOR THE HOMELESS, NEW YORK, NY

Homes for the Homeless, the largest single provider of residential educational training services for homeless families in the U.S., serves over 530 families, including over 1,000 children, daily. The Together in Learning family literacy program was developed to complement the continuum of innovative family support, adult education, and early childhood education programs at its four transitional housing sites throughout New York City. With education as the underlying focus, all on-site programs work in tandem to provide the strongest support for families to enable them to build independent lives beyond homelessness.

Contact: Paige Bartels (212) 529-5252

THE EXCELLENCE IN LIFE PROJECT 2000, GERMANTOWN, MD

This project, founded on the premise that it takes an entire village to raise a child, calls on the entire community to respond to serious educational needs. It urges community members, especially parents, to do the followinig: invest in their child by setting up a top quality learning center in their home environment, schools, churches, and/or day care centers; assist their children in mastering the fundamental concepts of in phonics, reading comprehension, writing, language arts, math, and science; meet other committed parents to share experiences and strategies for educating children in all stages of development; and instill in their children the right attitudes and behaviors to be successful, productive students in all learning environments.

Contact: Sharonda Smith (301) 601-8770

PART C:

SELECTED RESOURCES FOR FAMILY LITERACY

ANNOTATED BIBLIOGRAPHY OF SELECTED RESOURCESFOR FAMILY LITERACY

Compiled by Vivian Gadsden

Auerbach, E. (1989). Towards a social-contextual approach of family literacy. *Harvard Educational Review*, *59*, 165-180.

In presenting a critical analysis of existing family literacy programs and research, the author argues that these endeavors reflect a modern version of the deficit-hypothesis. The author describes family literacy programs as being developed around a deficit model, which holds that there is something lacking in parents that prevents their children from achieving success in school. Rather than employing this definition of family literacy, the author proposes that the definition of family literacy be expanded to include a wide range of daily family activities. The assumptions evidenced by past studies of family literacy are examined, and the author supports the ideas that (a) language-minority students and their families do value literacy development, (b) literacy skills can be transferred from parent to child as well as from child to parent, (c) home literacy practices do not have to model school practices, (d) what happens in the home is not necessarily more important than what happens in school, and (e) parental problems with literacy should not be viewed as the cause for lack of family literacy contexts in the home. Auerbach suggests looking at ways to incorporate parents' knowledge and experiences into successful literacy learning instruction.

Barbara Bush Foundation for Family Literacy. (1989). *First teachers: A family literacy handbook for parents, policymakers, and literacy providers.* Washington, DC: Author.

This handbook contains brief descriptions of 10 promising family literacy programs. It includes a program summary chart, including program contacts, and information about other resources for family literacy.

Brizius, J., & Foster, S. (1993). *Generation to generation: Realizing the promise of family literacy.* Ypsilanti, MI: High/Scope Press.

This book is intended as a guide for educators, policy makers, and other stakeholders who wish to define family literacy and its goals and to begin to conceptualize literacy programs that effectively serve families.

Edwards, P. (1995). Connecting African-American parents and youth to the school's reading curriculum. In V. L. Gadsden & D. A. Wagner (Eds.), *Literacy among African-American youth: Issues in learning, teaching, and schooling.* Creskill, NJ: Hampton Press.

The author supports the view that children need to have a print-rich home environment in which their parents read to them in order to learn how to read easily. Edwards developed the Parents as Partners in Reading Program, which she first used with a targeted school in Donaldsonville, Louisiana. A course was offered to the teachers and administrators at the school through the university extension on the importance of teachers in developing home and school connections, and a course was offered at the school for mothers in the community. Edwards gained the support of community members, who encouraged the mothers to become involved in the program. Teachers in the program modeled for parents the skills needed to read a book in an effective way with a child. At the conclusion of the c' ss, the mothers' literacy ability had improved;

the children's school achievement had increased; and the school, parents, and community had worked together for a common goal—the benefit of the children.

Gadsden, V. (1994). *Understanding Family Literacy: Conceptual Issues Facing the Field.* NCAL Technical Report TR94-02. University of Pennsylvania, Philadelphia. (also in *Teachers College Record. 96,* 58-96.

The relative absence of theoretical frameworks in the family literacy field presents problems in developing long-term agendas. However, it also creates opportunities for literacy specialists to examine conceptual issues for developing the field and determining its scope. This report explores conceptual issues within the context of recent child/adult literacy, family development, and family supports, summarizing research and program factors that contribute to popular conceptions of family literacy. The report suggests that two related questions be examined: (a) what constitutes literacy support to families with varied cultural, social, and political histories and (b) how is the concept of family support defined and interpreted by literacy specialists who have vastly different notions about the purposes of literacy within families and about who decides what the purposes should be. The report concludes by providing conceptual considerations for the development of a framework and suggesting an integrative, interdisciplinary approach, distinctive but based in the larger family support movement.

Gadsden, V.L., Scheffer, L.C.P., & Hardman, J. (1994). *Children, Parents, and Families: An Annotated Bibliography on Literacy Development in and Out of Program Settings.* NCAL Technical Report TR94-04. National Center on Adult Literacy, University of Pennsylvania, Philadelphia.

This annotated bibliography describes selected studies and reports on a range of issues related to family literacy in multiple contexts and includes seven categories of citations on topics ranging from parent-child relationships to intergenerational literacy and cultural/contextual studies. The works cited represent an effort to clarify the interdisciplinary nature of family literacy, which includes the fields of reading, developmental psychology, and sociology. The selected studies provide different perspectives on family and parent-child literacy and contribute to an interdisciplinary database on issues of adult and family-related literacy efforts as the field of family literacy emerges.

Goldsmith, E., & Handel, R. D. (1991). *Family reading: Developing the literacies of children and adults.* Paper presented at the Conference on Intergenerational Literacy, Teachers College, Columbia University, New York.

In this paper, the authors provided a brief description of their design of a workshop series on family reading that used children's literature, active reading strategies, and optional adult selections to develop the literacy of two generations. The Family Reading Model is discussed as an example of a workshop on imaginative stories. A reading list with the appropriate reading strategies is provided as well.

Handel, R. D., & Goldsmith, E. (1988). Intergenerational literacy: A community college program. *Journal of Reading, 32,* 250-256.

The Parent Readers Program at N.Y.C. Technical College of the City University of New York (CUNY) is an intergenerational literacy project that seeks to improve the literacy status of community college students who are parents and their children. The program initially consisted of two workshops, which were later expanded. In the first workshop, parents explored a variety of books, were read to, and discussed reading to their children; in the second workshop, reading at home was discussed, and one of the authors talked with the parents. Thirty-three parents attended the first session and 22 the second. Through these sessions, an estimated 80 children were reached. The purpose of the project was to strengthen the academic reading proficiencies of the

parents by making explicit the connection between their children's reading development and their own. Key findings were that (a) the availability of books stimulated parents to read to their children and (b) parents increasingly valued the importance of reading and discussing books with their children.

Kerka, S. (1992). *Family literacy programs and practices.* Practice application brief. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Ohio State University Center on Education and Training for Employment.

This practice brief gives concise descriptions of effective program models for family literacy, classified according to the approaches to instruction (e.g., adults and children receiving direct or indirect instruction). Examples of programs are provided and practice-oriented resources are recommended.

Morrow, L. M. (Ed.). (1995). *Family literacy: Connections in schools and communities.* New Brunswick, NJ: Rutgers University.

This book, designed to connect research and practice issues, is a compilation of 16 chapters authored by researchers with diverse backgrounds in family literacy. The four sections focus on family literacy perspectives, practice, organization-sponsored programs, and research issues.

National Center for Family Literacy. (1993). *The future of family literacy.* Louisville, KY: Author.

This book traces the history of family literacy as a concept, as beginning programs, and as a public policy movement. In describing some of the definitional issues surrounding the seemingly simple and appealing idea of family literacy, the authors state that family literacy is part of a simple ideal, that parents and children can learn together, and that in learning together they can overcome the most difficult odds. The authors show state policymakers and program managers how to anticipate and grapple with issues surrounding family literacy. They suggest how individuals can begin new family literacy programs tailored to their communities. Finally, the authors address key issues about the future of the family literacy concept and the movement that has grown up around it.

Nickse, R. (1989). *The noises of literacy: An overview of intergenerational and family literacy programs* (Report No. CE 053 282). Boston, MA: Boston University. (ERIC Document Reproduction Service No. ED 308 415)

This overview of intergenerational and family literacy programs consists of five parts, including a bibliography and four appendices. Part 1 presents general background information, discusses expectations for programs, and describes target populations, program designs, and administration. Part 2 describes the basis and motivation for program justification, including pressures from contemporary society and research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory. Attention is paid specifically to cultural differences and the political appeal of programs. In part 3, programs in adult basic education, libraries, family English literacy, and preschool and elementary programs are described. Part 4 presents a classification and typology of programs by the authors based on mode of intervention (direct versus indirect) and target population (adult versus child). Part 5 includes recommendations to support intergenerational and family literacy programs.

Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "the noises of literacy"* (ERIC Information Series No. 342). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Ohio State University Center on Education and Training for Employment.

This publication expands on a previous study of family literacy conducted by the author (see annotation for "The Noises of Literacy," 1989). As in the previous report, the discussion is divided into five sections: the general background and definitions for family literacy, the family literacy research base, descriptions of programs in various contexts, a typology for classifying programs, and recommendations for developing effective family literacy programs. This more recent publication provides updated information and thorough discussions of critical issues in program development.

Nickse, R. S. (1990). Family literacy programs: Ideas for action. *Adult Learning, 1*(5), 9-13, 28-29.

In this article, the author provides an action-oriented framework for integrated literacy programs in communities, based on her own work and on studies revealing the positive correlation between mothers' educational level and their children's educational achievement. Four basic models for service delivery are discussed based on the author's earlier work (see *The Noises of Literacy*, cited above): direct adult-direct child, indirect adult-indirect child, direct adult-indirect child, and indirect adult-direct child. Examples of programs in each category are listed, including contacts. The author stresses that programs should be designed to meet local needs.

Nickse, R., & Quezada, S. (1992). *Community collaborations for family literacy handbook.*

This handbook records the joint planning process for development of a family literacy program suited to each of six Massachusetts communities. Part 1 discusses the national background to collaborative projects, national education goals and concept of family and intergenerational literacy programs, justification for family literacy, libraries' role in family literacy, and sources for funding and technical assistance. Part 2 focuses on the Community Collaborations for Family Literacy Project. It discusses background and need in Massachusetts, the state context, project design, project methodology, technical assistance and events, project evaluation, data gathering methods, impact, and evaluation results. Part 3 reports lessons learned: reasons for community participation, characteristics of successful collaboration, elements of collaboration in support of family literacy, and barriers to collaboration. Part 4 provides steps for local communities to consider in the development of a collaborative project: guidelines for effective community collaborations, 3 steps for Massachusetts Board of Library Commissioners, 11 steps for state policy makers, and steps to teach collaboration skills. Appendices include the following: 40-item annotated family resource collection for parents and teachers, 44 resources for family literacy and community collaboration program development, 8 audio/video resources, and project instruments and agendas.

Nuckolls, M. (1991). Expanding students' potential through family literacy. *Educational Leadership, 49*, 45-46.

In this study, Nuckolls suggests a rationale for family literacy programs that uses children's literature and is associated with the schools. Problem areas for family literacy programs are identified, including ownership, involvement, understanding on the part of staff in the facility or school, recruitment and retention of clients, and program evaluation.

Powell, D. (1991). *Strengthening parental contributions to school readiness and early school learning*. West Lafayette, IN: Purdue University, Department of Child Development and Family Studies. (ERIC Document Reproduction Service No. ED 340 467)

This paper is a synthesis of the research pertaining to parental beliefs and behaviors that prepare children for school success. The first part of the paper discusses the difficulties of defining school readiness and the ramifications of different definitions. The second section investigates the parent practices and beliefs that are associated with school readiness and early school success. The author focuses on preschool children and looks at parental beliefs and behaviors that relate to children globally, to their development and ability, to achievement expectations, to parent-child verbal exchanges, to affective relationships, and to control and discipline strategies. The third section investigates parents' existing beliefs and practices in relation to preparing their children for school. The author also discusses the research on strategies for improving and increasing involvement and concludes that using only printed material will not assist low-income families in learning supportive behaviors. Implications for practice and suggestions for future research are presented.

Purcell-Gates, V. (1993). Focus on research issues for family literacy research: Voices from the trenches. *Language Arts, 70*, 670-677.

This article links research issues to practice issues in family literacy. Using her research as an introduction, the author provides an overview of the research areas that have contributed to the development of current perspectives in the field.

Quintero, E., & Cristina-Velarde, M. (1990). Intergenerational literacy: A developmental, bilingual approach. *Young Children, 45*, 10-15.

The study describes the development and implementation of El Paso Community College's Intergenerational Literacy Project. The project brings Spanish-speaking parents and their children together in the classroom in an effort to improve the two groups' literacy skills in both English and Spanish. The curriculum of the project is described, and the response of the teachers and parents to the project is provided. Results suggest that the parents' English reading level increases and that their attitudes and behaviors toward assisting their children with reading improve.

Quintero, E., & Huerta-Macias, A. (1990). All in the family: Bilingualism and biliteracy. *The Reading Teacher, 44*, 306-312.

In this article, the authors discuss the goals of Project Family Initiative for English Literacy (FIEL) and the rationale for the model on which it is based. The curriculum and the context of the 5-step lessons are described. The article provides an example of one family's literacy growth within the project.

Strickland, D. S., & Morrow, L. M. (1990). Family literacy: Sharing good books (Emerging readers and writers). *The Reading Teacher, 43*, 518-519.

In this article, the authors directly address teachers as to how they can influence storybook reading in their students' homes. The relationship between the home environment and children's early reading is highlighted. Specific interactive parent-child behaviors that support read-aloud activities are discussed. The authors argue for the benefits of reading to children at certain times and for the use of a wide variety of books. Various genres and book titles are provided.

Strickland, D., Morrow, L., Taylor, D., & Walls, L. (1990). Educating parents about their children's early literacy development (Emerging readers and writers). *The Reading Teacher, 44*, 72-74.

In this article, the authors describe how one teacher informs parents about the literacy activities in her classroom, the children's growth in literacy, and ways that they can encourage their children's literacy. She sends home a flyer at the beginning of the year describing how children acquire literacy, has conferences with the parents, sends home a weekly newsletter, and writes biographic literacy profiles for the children. Through these activities, the teacher maintains a good working relationship with the parents of the children that she teaches and reduces parents' anxiety about their children's reading ability.

Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Exeter, NH: Heinemann Educational Books.

Defined from an ethnographic perspective, Taylor's goal is to develop systematic ways of looking at reading and writing as activities that have consequences in and are affected by family life. She investigated six families over a period of five years. The families had various cultural, socioeconomic, and educational backgrounds, even though most of them now live in middle-income areas. The main research question was how the families' personal biographies and educative styles shape their literacy experiences.

Taylor, D., & Strickland, D. (1989). Learning from families: Implications for educators and policy. In J. Allen & J. Mason (Eds.), *Risk makers, risk takers, risk breakers: Reducing the risks for young literacy learners* (pp. 251-276). Portsmouth, NH: Heinemann Educational Books.

In this chapter, the authors explored some of the ways in which the changing patterns of social organization in everyday life affect the literacy learning opportunities of children both at home and at school. A context for the authors' comments is provided through a description of families as educational institutions in which parents and children educate each other. Through this framework, the notion that language and literacy are social processes that cannot be separated from the social development of young children is presented. The impact of stress upon the literacy learning opportunities of children and adults both at home and at school is examined. Based on their interpretation of family literacy, the authors provided recommendations for educators and policymakers for supporting home-school relations, restructuring curricula, and improving the quality of family life.

United States Department of Education (1994). *Strong families, strong schools: Building community partnerships for learning*. Washington, DC: author.

This report aims to present a policy agenda for family and intergenerational education efforts at the national, state, and community level. After outlining the needs and purposes for family literacy education, the report promotes community, school, business, and family involvement by proposing goals and guidelines for educational initiatives. Legislative recommendations are made for the states, and a plan for federal support is outlined.

United States Department of Education (1995). *State profiles for family literacy.* Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy Adult Learning and Literacy Clearinghouse.

This national survey provides an overview of the impact of federal education funds for family and intergenerational literacy programs. The survey represents the variety of family education programs implemented and/or maintained by states during program year 1993-94. The information for this report was gathered from interviews with state literacy directors, program plans, and reports submitted to the federal department of education.

Van Fossen, S., & Sticht, T. G. (1991). *Teach the mother and reach the child: Results of the Intergenerational Literacy Action Research Project.* Washington, DC: Wider Opportunities for Women.

The authors describe a 6-year project that documents the intergenerational transfer of literacy skills from mother to child of 463 women enrolled in adult education and employment programs. Sixty-five percent of the children of mothers participating in the program demonstrated educational improvements as a result of their mothers' participation in the program. This project hypothesized that greater success can be reached in significantly reducing adult illiteracy by focusing resources on adolescent girls and women. Results from research questionnaires showed that more than 450 of the 463 mothers reported doing one or more of the following: (a) reading aloud to their children, (b) helping their children with homework, (c) taking their children to the library more often, (d) talking more often with their children about school, (e) talking more often with their children's teachers, (f) helping with school activities more often, and (g) attending school activities more often. Forty-eight case studies confirmed and corroborated the questionnaires. The study suggests that policies aimed at increasing resources for the education of mothers may provide a significant return on investment.

Weinstein-Shr, G. (1991). *Literacy and second language learners: A family agenda.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Research has shown that parental involvement is crucial to the educational attainment of children. This paper discusses the difficulty that refugee families, or families in which the parents do not speak English, have in coping with the American school system and the language barrier. The social context of literacy is discussed as it affects these families, their ability to survive and communicate, and their internal power structure. The author suggests that educational practice should be more inclusive in order to encourage parental involvement and to show proper respect for parents' language and culture.

Weinstein-Shr, G. (1992). Family and intergenerational literacy in multilingual families. *ERIC Q & A.* Washington, DC: Center for Applied Linguistics, National Clearinghouse on Literacy Education.

This brief article provides an overview of the key issues involved in providing literacy instruction and support to families who are learning English as a second or other language. It outlines definitions, discusses goals, and suggests instructional methods and resources for family literacy for this group of learners. Critical implications for future work are also discussed.

Weinstein-Shr, G., & Quintero, E. (1995). *Immigrant learners & their families: Literacy to connect the generations.* McHenry, IL: Center for Applied Linguistics and Delta Systems Co.

Drawing on the experiences of learners and educators across the United States, the authors and editors describe several intergenerational and multilingual literacy programs. This book provides examples of programs that actively utilize the resources of families and communities and that support children and adults who are adapting to life in a new setting. Sections of the book focus on program design, curriculum decisions, and ways to define and measure success.

Winter, M., & Rouse, J. (1990). Fostering intergenerational literacy: The Missouri Parents as Teachers Program. *The Reading Teacher, 43*, 382-386.

The authors of this article describe the Missouri-based Parents as Teachers Program, which is a home-school partnership providing parent education and support services for families with preschool children. The authors discuss the program's history, evaluation, services, curriculum, means of promoting literacy, and the parent-child activities that the program teaches. The authors also describe the new methods that the program is using to extend literacy into the homes of disadvantaged families. As a result of home visits to seven families, those families were excited and interested in the program and their children demonstrated greater interest in books and reading.

SELECTED ORGANIZATIONAL RESOURCES FOR FAMILY LITERACY

Note: Due to ongoing legislative decisions, there may be changes in these organizations. This information was accurate at the time of publication.

NATIONAL CENTER ON ADULT LITERACY (NCAL)

The National Center on Adult Literacy (NCAL) provides leadership for research and development in the field of adult literacy.

NCAL's mission is three-fold:

- to enhance the knowledge base about adult literacy
- to improve the quality of research and development in the field, and
- to ensure a strong, two-way relationship between research and practice.

Through applied research and development, NCAL seeks to improve the quality of adult literacy programs and services on a nationwide basis. NCAL's research and development goals revolve around four central themes: (a) to better understand literacy (reading, writing, and math) within a variety of life situations, including family, work and community; (b) to describe for practitioners and policymakers the multiple paths an adult might take to become more literate; (c) to better understand the adult learning process and the most effective instruction in different situations; and (d) to develop more powerful tools for better decision-making.

NCAL has a major R & D project on Workplace Literacy. In addition, several international comparative studies have been done that address workplace issues.

Dissemination of NCAL's research results and their implications occurs through many different avenues. The Center's publications, which include research reports, practitioner guides, policy/practice briefs, and a newsletter, are available in print, on disk, and through the Internet.

NCAL provides information to adult literacy practitioners, literacy resource centers, federal, state, and local policymakers, researchers, educational institutions, libraries, and industry.

CONTACT INFORMATION:

Daniel A. Wagner, Director
National Center on Adult Literacy
University of Pennsylvania
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Philadelphia, PA 19104-3111
Phone: (215) 898-2100
Fax: (215) 898-9804

NATIONAL CENTER FOR FAMILY LITERACY

The National Center for Family Literacy is committed to advancing and supporting family literacy services for millions of families across the United States through programming, training, research, advocacy, and dissemination of information about family literacy. The scope of the work of the National Center for Family Literacy can be described in five ways:

- Advocacy and policy development for the national literacy movement.
- Research and evaluation to improve family literacy programs and examine long-term effects.
- Model program development to demonstrate the effectiveness of family literacy to communities.
- Training and technical assistance for practitioners, administrators, and policymakers.
- Public information to educate the public and help practitioners learn from each other.

CONTACT INFORMATION:

Bob Mueller, Director of Resource Development and Public Education
Meta Potts, Director of Training and Staff Development
National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
Phone: (502) 584-1133
Fax: (502) 584-0172

NATIONAL INSTITUTE FOR LITERACY (NIFL)

The National Institute for Literacy (NIFL) is an independent agency established by Congress in 1991 to serve as the nation's focal point for enhancing the literacy skills necessary for all Americans to contribute fully to society by achieving their potential in their jobs, families, and communities.

Activities of NIFL include the following: (a) developing and disseminating information about effective literacy methods, including collaborating with state and local education agencies, academic institutions, public and private nonprofit agencies, and community-based organizations; (b) coordinating and supporting research; (c) assisting federal agencies in setting specific policy strategies for meeting national goals related to literacy, including education reform, employment and training, welfare reform, and crime control; (d) providing technical assistance, policy analysis, and program evaluation to literacy providers, including the establishment of a national database; and (e) providing a toll-free national hotline for prospective tutors and students.

NIFL is a unique collaborative effort between three federal agencies. It is administered jointly by the Secretaries of Education, Labor, and Health and Human Services. The nonpartisan Advisory Board, which is appointed by the President and confirmed by the Senate, includes nationally recognized leaders in family literacy and volunteer literacy programs, as well as representatives of academic and non-profit institutions, adult learners, businesses, private foundations, and state and local government.

CONTACT INFORMATION:

Andy Hartman, Director
National Institute for Literacy
800 Connecticut Avenue, NW, Suite 200
Washington, DC 20006
Phone: (202) 632-1500
Fax: (202) 632-1512

U.S. DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL AND ADULT EDUCATION DIVISION OF ADULT LEARNING AND LITERACY CLEARINGHOUSE

The Office of Vocational and Adult Education (OVAE), Division of Adult Education and Literacy, administers the Adult Education Act, under which basic grants to states are made. This is the major program supporting services for educationally disadvantaged adults. The division also administers discretionary grant programs for workplace literacy and education for homeless adults. It operates a clearinghouse for information resources in adult education and literacy; publishes a bimonthly newsletter and reports on promising practices and trends in adult education.

The Adult Learning and Literacy Clearinghouse offers a variety of information concerning family literacy, including information resources, manuals on implementing a family literacy program, and materials from local programs. These materials may be obtained by writing, telephoning, or faxing the address below. Using FACTSLINE, a touch tone phone may be used to request information by using the document number and providing a fax number. The information will be sent instantly to the fax number received.

CONTACT INFORMATION:

Mary Lovell, Education Program Specialist, Family Literacy
U.S. Department of Education
Office of Vocational and Adult Education
600 Independence Avenue, SW
Washington, DC 20202-7240
Phone: (202) 205-9258 or FACTSLINE (202) 401-9570
Fax: (202) 205-8973

STATE LITERACY RESOURCE CENTERS

The State Literacy Resource Centers Program was designed to establish a network of centers that will stimulate the coordination of literacy services; enhance the capacity of state and local organizations to provide literacy services; and facilitate sharing of information, data, research, expertise, and literacy resources. The Division of Adult Education and Literacy in the U.S. Department of Education administers the program that supports literacy resource centers in the 50 states, the District of Columbia, and Puerto Rico.

A number of the state literacy resource centers provide resources and technical support on family literacy issues. For information on the state literacy resource center in a particular state, contact the director of adult education in the state or contact the U. S. Department of Education Division of Adult Education and Literacy at (202) 205-9720.

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION

Publications on the topic of family literacy are available from the ERIC Clearinghouse on Adult, Career, and Vocational Education, which provides information services including searches of the ERIC database.

CONTACT INFORMATION:

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Phones: (614) 292-4353
(800) 848-4815

THE FAMILY LITERACY CENTER AND THE ERIC CLEARINGHOUSE ON READING, ENGLISH, AND COMMUNICATION

Located at Indiana University, the Family Literacy Center and the ERIC Clearinghouse provide information about free and inexpensive literacy materials for parents, review and evaluate curricula and programs, and report on research regarding literacy and families.

CONTACT INFORMATION:

The Family Literacy Center and the ERIC Clearinghouse on Reading, English, and Communication
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408
Phone: (800) 759-4723

EVEN START FAMILY LITERACY PROGRAM (U.S. DEPARTMENT OF EDUCATION)

Even Start is a federally funded, family-focused literacy program intended to improve the educational opportunities of children and adults by integrating early childhood education and adult education for parents in an unified program. In combining adult basic education, parenting education, and early childhood education, Even Start has three interrelated goals:

- to help parents become full partners in their children's education;
- to assist children in reaching their full potential as learners; and
- to provide literacy education for parents.

CONTACT INFORMATION:

Even Start Family Literacy Program
U.S. Department of Education
Compensatory Education Programs
600 Independence Avenue, SW
Washington, DC 20202
Phone: (202) 260-0996

HEAD START PROGRAM (U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES)

Head Start is a comprehensive program aimed at pre-school children of low-income families. It includes education provision, as well as nutrition, health screening and treatment, and social services. Head Start has a strong parental involvement component.

CONTACT INFORMATION:

Head Start Program
Administration for Children, Youth, and Families
Department of Health and Human Services
Washington, DC 20201-0001
Phone: (202) 205-8399

READ*WRITE*NOW PROGRAM

A project of the Family Involvement Partnership for Learning, the READ*WRITE*NOW Program is a national summer reading and writing program for children. The Family Involvement Partnership for Learning promotes "family friendly" practice and policies so that family members can be more involved in their children's learning and includes over 130 national parenting and education groups, businesses, community groups, and religious communities. The READ*WRITE*NOW initiative, as part of a long-term effort to improve reading and writing skills, encourages families to work together to enhance children's academic skills over the summer by engaging in challenging and enjoyable activities.

CONTACT INFORMATION:

U.S. Department of Education
Information Resource Center
Washington, DC 20202
Phone: (800) USA-LEARN

LITERACY VOLUNTEERS OF AMERICA

Literacy Volunteers of America, Inc. is a national nonprofit organization that promotes and fosters increased literacy through serving those who are functionally illiterate or have limited proficiency in English. Through a network of community programs, LVA offers training and support to individuals and other groups and organizations desiring to increase literacy through volunteer programs. Literacy Volunteers has over 420 chapters in forty-four states. More than one hundred thousand tutors and students are involved in its programs. One-to-one and small group instruction is offered in both basic literacy and English as a second language. Literacy Volunteers of America recommends no single method or series of textbooks. The major emphasis in its publication program is on the development of training materials for program administrators, trainers, and tutors. LVA also provides technical assistance to beginning programs, disseminates literacy information, and provides referral services to potential volunteers and students.

CONTACT INFORMATION:

Christopher Parker, President
5795 Widewaters Parkway
Syracuse, NY 13214
Phone: (315) 445-8000
Fax: (315) 445-8006

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS AND CHILDREN'S LEARNING

The mission of the Center is to conduct research, evaluate programs, analyze policy, and disseminate information to produce new and useful knowledge about how families, schools, and communities influence students' motivation, learning, development. The Center also strives to improve the connections among these major social institutions. Two research programs guide the Center's work: the Program on the Early Years of Childhood, addressing issues facing children aged 0-10 through the elementary grades; and the Program on the Years of Early and Late Adolescence, dealing with youth aged 11-19 through the middle and high school grades. The Institutional activities of the Center include a range of dissemination projects to extend the Center's national leadership role in education, research, and policy.

CONTACT INFORMATION:

Owen Heleen
Dissemination Director
605 Commonwealth Avenue
Boston, MA 02215
Phone: (617) 353-3309
Fax: (617) 353-8444

NATIONAL ADULT LITERACY AND LEARNING DISABILITIES (ALLD) CENTER

The National Adult Literacy and Learning Disabilities Center, funded by the National Institute for Literacy, promotes awareness about the relationship between adult literacy and learning disabilities. Through its national information exchange network and technical assistance training, the National ALLD Center helps literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. The Center has established resource files and is compiling a database to provide information on current best practices in assessment and interventions for learning disabilities. A semi-annual newsletter, resource sheets designed for each state, and a guide titled National Resources for Adults with Learning Disabilities are a sample of the Center's publications.

CONTACT INFORMATION:

National ALLD Center
Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20009-1202
Phone: (202) 384-8185
Fax: (202) 884-8422
E-mail: info@nalldc.aed.org

REGIONAL EDUCATIONAL LABORATORIES (U.S. DEPT. OF EDUCATION)

The eleven Regional Educational Laboratories are a part of the Research, Development, and Dissemination Division of the Office of Educational Research and Improvement. The laboratories provide numerous resources for program, curriculum, and assessment development. Additionally, many have special initiatives in early childhood development, which may be useful to family literacy programs.

CONTACT INFORMATION:

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325-1348
(304) 347-0400
Serves KY, TN, VA, WV

Far West Laboratory
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000
Serves AZ, CA, NV, UT

Mid-continent Regional Educational Laboratory
2550 S. Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990
Serves CO, KS, MO, NE, ND, SD, WY

Regional Laboratory for Educational Improvement of the Northeast and Islands
300 Brickstone Square, Suite 950
Andover, MA 01810
(508) 470-0098
Serves CT, MA, ME, NH, NY, PR, RI, VT, USVI

North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
(708) 571-4700
Serves IL, IN, IA, MI, MN, OH, WI

Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
(503) 275-9500
Serves AK, ID, MT, OR, WA

Pacific Region Educational Laboratory
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
(808) 533-6000
Serves Am. Samoa, Mariana Is., Micronesia, Guam, HI, Marshall Is., Palau

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123-4107
(215) 574-9300
Serves DE, DC, MD, NJ, PA

Southeastern Regional Vision for Education
P.O. Box 5367
Greensboro, NC 27435
(910) 334-3211
Serves AL, FL, GA, MS, NC, SC

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701-3281
(512) 476-6861
Serves AR, LA, NM, OK, TX

Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
(310) 598-7661
Serves NV, AZ, CA

TECHNICAL ASSISTANCE CENTERS

Technical Assistance Centers exist in each of ten regions across the United States. They provide technical assistance and training on a range of educational topics to sites in rural and urban settings. They help literacy providers focus on literacy activities and develop expertise in the delivery of family literacy programs.

CONTACT INFORMATION:

Region 1
Region 1 RTAC
RMC Research Corporation
100 Market Street
Portsmouth, NH 03801
(603) 422-8888
Serves ME, NH, VT, RI, CT, MA, NY, NJ

Region 2
PRC, Inc.
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241
(317) 244-8160
Serves PA, WV, DE, MD, KY, DC, IN, OH, MI

Region 3
Educational Testing Services
Lakeside Center
1979 Lakeside Pkwy., Suite 400
Tucker, GA 30084
(404) 934-0133
Serves VA, NC, SC, TN, MS, AL, GA, FL

Region 4
Research & Training Associates
34 Corporate Woods, Suite 300
10950 Grandview
Overland Park, KS 66210
(913) 451-8117
Serves ND, SD, MN, WI, NE, IA, IL, MO

Region 5
RMC Research Corporation
1512 Larimer Street, Suite 540
Denver, CO 80202
(303) 825-3636
Serves AR, LA, KS, OK, TX, CO, UT, AZ, NM

Region 6
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
Serves WA, OR, ID, MT, WY, NV, CA

Region 7
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
Serves AK

Region 8
RMC Research Corporation
522 S.W. Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
Serves HI

Region 9
Region 9 RTAC
723 Bulgaria Street
Puerto Nuevo, PR 00922
(809) 783--2744
Serves PR

Region 10
Region 10 RTAC
1175 Clifton Road, NE
Atlanta, GA 30307
(404) 378-5770
Serves Bureau of Indian Affairs Schools

NATIONAL CLEARINGHOUSE ON LITERACY EDUCATION (ADJUNCT ERIC CLEARINGHOUSE)

The National Clearinghouse for ESL Literacy Education (NCLE), an adjunct ERIC Clearinghouse, is the only national clearinghouse focusing on literacy education for adults and out-of-school youth learning English as a second language. NCLE provides literacy instructors and volunteers, researchers, and program administrators around the United States with:

- information and referral on questions regarding literacy education for adults learning English
- free publications (ERIC Digests and annotated bibliographies) on research and practice
- NCLE notes, a twice-yearly newsletter on literacy news and resources
- books and issue papers on literacy education
- a link to other national and local literacy contacts.

Sponsored by: U.S. Department of Education and the National Institute for Literacy
Operated by: The Center for Applied Linguistics

CONTACT INFORMATION:

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E-mail: ncle@cal.org

PART D:

ELECTRONIC ON-LINE RESOURCES

ELECTRONIC RESOURCES FOR FAMILY LITERACY

In order to facilitate continued dialogue among videoconference participants and to assist practitioners in the discovery of adult and literacy resources on the Internet, we are encouraging you to participate in follow-up Internet on-line activities.

Below are listed several Internet resources (LISTSERVs, Gopher Servers and Internet World Wide Web servers) that are relevant to family literacy programming. For more information about getting connected to or using the Internet, please see the participant packet for the videoconference *Technology: New Tools for Adult Literacy* (participant packet only: $8, participant packet plus two-hour video of the videoconference: $35. To receive an order form, contact NCAL's Dissemination Office at (215) 898-2100.

WHAT IS THE INTERNET?

The Internet is a physical, social and professional information network. As a physical network, the Internet is the world's largest computer network. Actually, it is a global network of networks, or inter-network--hence the name "Internet." The Internet evolved in the United States from a military research program in the late 1960s, but today the government has almost no role in its operation; the Internet is unregulated and extends far beyond America's boundaries. The underlying technologies that support the Internet enable it to have flexibility, openness, and enormous capacity for growth.

As a social and professional network the Internet supports a large community--tens of millions of people and thousands of organizations throughout the world. The organizations include schools, non-profit organizations, small companies, multinational corporations, governments, rock bands, and political parties. They are all investing time, money and resources in creating an Internet "presence," especially on the World Wide Web.

The Internet is constantly expanding. It has grown from about 200 "host" computers in 1981 to over 5 million hosts today. A host is a computer connected directly to the Internet and is sometimes called a "server;" each computer host can provide access for one person or an entire organization. More than 30 million people have access to the Internet worldwide, and that number is expected to quadruple in the next decade.

WHAT ARE E-MAIL LISTSERVS AND HOW DO I USE THEM?

LISTSERVs are e-mail-based systems that allow interactive communication. Unlike regular e-mail communication, which allows one-to-one communication, LISTSERVs allow one-to-many communication. To participate in a LISTSERV, one must first subscribe by sending an e-mail message to a special address with a "subscribe" statement in the body of the message.

Please note: Anyone with an Internet e-mail account can participate in a LISTSERV, including users of America Online, Delphi Internet Services, CompuServe, GEnie, OTAN, and any Freenet.

Once subscribed, users hold interactive discussions on issues by sending e-mail messages to a designated e-mail address. When the computer receives the message, it immediately "reflects" it back to all the LISTSERV subscribers. In a few minutes, the message will appear in all the subscribers' e-mail boxes. Subscribers can then forward their responses to everyone on the LISTSERV by composing a new message and sending it to the same e-mail address. It is customary for correspondents, when referring to previous messages, to copy part of the original message in their reply so that all subscribers have a sense of the context in which the reply was generated.

If you want to stop receiving messages from a particular LISTSERV, you simply unsubscribe by following another specific set of directions (which will be included in your introductory post from the LISTSERV).

E-MAIL LISTSERVS RELEVANT TO FAMILY LITERACY

National Institute for Literacy (NIFL) Listserv

NIFL has created an online discussion group for family literacy issues. To participate in the discussion:

Send a message to: LISTPROC@NOVEL.NIFL.GOV
saying: subscribe NIFL-Family firstname lastname

For example:

To: LISTPROC@NOVEL.NIFL.GOV
Subject: None
Message: subscribe NIFL-Family firstname lastname

Spell your first and last name exactly as you would like to have them appear. There should be no other text in the message. Give the Listserv a few minutes to respond. You should receive a return mail message welcoming you to the NIFL subscription list for the family literacy discussion group.

The NIFL family literacy Listserv will be administered by the National Center for Family Literacy in cooperation with NIFL. Staff will manage and facilitate online discussions on the Listserv. By drawing on the resources of the National Center for Family Literacy, the Listserv will provide opportunities for focused communication about issues of concern to literacy practitioners, researchers, and clients. NIFL intends this Listserv to be the beginning of a national network for information exchange on family literacy issues. For more family literacy information, contact:Spacone via e-mail at nifl@iglou.com

Other LISTSERVs Relevant to Adult Literacy

NLA: National Literacy Alliance

To join the list and receive the mailings from NLA:

Send a message to: Majordomo@world.std.com (make the subject "None")
saying: subscribe nla

For example:

To: Majordomo@world.std.com
Subject: None
Message: subscribe nla

To submit a message to NLA:

Send the mail message to: nla@world.std.com

The National Literacy Alliance sponsors an electronic list to help advocates keep informed about national public policy issues which affect adult literacy education and adult learners. The goal of this list is to keep advocates informed about critical legislative and public policy issues so that timely, coordinated policy actions are possible. It also serves as a forum for discussion of these issues. Users are encouraged to post ideas, questions, and information once they are subscribed.

AEDNET: Nova University

To join the list and receive the mailings from AEDNET:

send a message to: LISTSERV@alpha.acast.nova.edu (make the subject None), saying: subscribe AEDNET YourFirstName YourLastName

For example:

To: LISTSERV@alpha.acast.nova.edu
Subject: None
Message: subscribe AEDNET John Doe

(Note: Please put your name in place of "John Doe")

To submit a message to AEDNET, send the e-mail message to:

AEDNET@alpha.acast.nova.edu

The Adult Education Network (AEDNET) is an international network of individuals interested in adult education. The network is operated through a LISTSERV that enables subscribers to share information. Researchers, practitioners, and graduate students in adult and continuing education are provided with opportunities to discuss important topics and concerns in an on-line environment.

AEDNET is operated by the Adult Education Program of the Programs for Higher Education of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University located in Fort Lauderdale, Florida. AEDNET activities include network-wide discussions and information exchanges on topics and queries, conferences, and special events of interest to adult and continuing educators. Also, a refereed electronic journal, *New Horizons in Adult Education*, is distributed through AEDNET.

LITERACY: NYSERNET

To join the list and receive the mailings from LITERACY, send a message to:

LISTSERV@nysernet.org (make the subject None), saying: subscribe LITERACY YourFirstName YourLastName

For example:

To: LISTSERV@nysernet.org
Subject: None
Message: subscribe LITERACY John Doe

(Note: Please put your name in place of "John Doe")

To submit a message to LITERACY, send the e-mail message to:

LITERACY@nysernet.org

LITERACY is a moderated general discussion group for those individuals concerned with the issues of literacy. It is hoped that the group will foster discussion by those involved in teaching adults to read and write. It is also open to anyone who is interested in the topic of literacy in general. Discussion of such topics as family literacy are welcome. The sharing of ideas, tips, helpful resources, teaching tools, and personal experiences are all to be encouraged.

The primary goal of the list is the fostering of literacy in those adults for whom English is the native language, but who, for any number of reasons, never learned to read or write. It is acknowledged that the learning of English as a second language is also considered a literacy issue, but the specific concerns of this issue are beyond the scope of this list. Of

course, any general literacy discussion issues that happen to arise from the teaching of English as a second language are welcome.

WHAT IS A GOPHER SERVER?

The Internet Gopher is software that allows the user to recover information stored on computers that are connected to the Internet. Gopher uses a series of menus to help users find information resources and then transfer those resources, whether they are software or electronic documents, to their computers. Using Gopher you can retrieve research reports, find the latest free or low-cost software, or search databases on everything from educational research publications to grant funding opportunities. Gopher may be accessed through a number of different on-line services, such as America Online and Prodigy, through community-based Internet access points called Freenets, now available in more than a dozen communities around the U.S., or through electronic networks found in some corporations, community colleges or universities.

GOPHER SERVERS RELEVANT TO FAMILY LITERACY

National Center on Adult Literacy

Address: litserver.literacy.upenn.edu

Distributes research reports, newsletters, and other information resources prepared by the National Center on Adult Literacy.

- Research reports on workplace literacy
- Research reports on other topics in adult literacy
- Archive of shareware/freeware
- Database of commercial adult literacy software
- Conference announcements
- Links to other adult literacy-oriented Gopher servers

AskERIC: Educational Resource Information Center

Address: ericir.syr.edu

General educational information center that can be searched for adult literacy-related information. ERIC is continually being updated and revised.

- Lesson plans
- Bibliographies
- News and announcements
- ERIC digests and full length articles
- Electronic books, journals, and reference tools
- Links to other education resources and gophers

WHAT IS THE WORLD WIDE WEB?

The World Wide Web (or "Web") is a way of organizing the Internet's information resources in such a way that you see images and hear sounds right on your screen. Even better, Web resources are hyper-linked together, meaning that you can click on words or pictures to be automatically connected to related Web resources. The whole experience of using the Web has been called "browsing," because it is so easy and inviting to wander from resource to resource. That is why software programs such as Mosaic and Netscape which are designed to use the Web are called "Web browsers."

WORLD WIDE WEB SERVERS RELEVANT TO FAMILY LITERACY

Internet Directory of Literacy and Adult Education Resources
Address: http://www.cybernetics.net/users/sagrelto/elandh/home.htm

This directory, compiled by the MN/SD Regional Adult Literacy Reource Center, provides links to a range of internet sites concerning issues affecting families. The directory is organized in alphabetical format and includes electronic links to educational outreach and research centers, social and family services providers, and federal information services. Three sites that would be of particular interest are the following:

- Children, Youth, and Family (CYF) Consortium Clearinghouse (gopher://tinman.mes.umn.edu:80/11/)
- Fathernet: The Role of Men in Children's Lives (accessible through the CYF Clearinghouse site)
- CYF Bulletin Board Discussion Group (also accessible through the CYF Clearinghouse)

National Center on Adult Literacy
Address: http://litserver.literacy.upenn.edu

AskERIC: Educational Resource Information Center
Address: http://ericir.syr.edu

National Institute for Literacy
Address: http://novel.nifl.gov

Outreach and Technical Assistance Network (OTAN) - California
Address: http://www.scoe.otan.dni.us

ELECTRONIC FAMILY LITERACY RESOURCES: GETTING CONNECTED

Despite the growing popularity of the Internet as a telecommunications tool, finding a service provider that offers individuals or organizations access to the Internet is still not easy. There are three ways to gain access to the Internet: (1) via a high-speed institutional (i.e., university, government, library, etc.) connection; (2) through community-based dial-up systems generically called Freenets; or (3) through a commercial dial-up access provider. There are literally hundreds of Freenets and commercial access providers. If you would like a full list, please order the participant packet for the first videoconference, *Technology: New Tools for Adult Literacy,* from NCAL. Of the commercial services that offer individuals and organizations low-cost, modem-based access to the Internet, America Online is one of the largest and least expensive. Below you will find basic information about subscribing to America Online (AOL). America Online (AOL) is recommended because it offers 10 free hours of service to new users, has an easy-to-install and easy-to-use interface, and has several proprietary information resources and communications groups devoted to adult literacy. In addition is has an integrated Web Browser.

Note: The sponsors of this videoconference neither support nor endorse the use of America Online as mentioned in this document; any recommendations are for informational purposes only.

To connect to America Online you will need to have, at minimum, a personal computer and a modem (a device that allows computers to exchange data with one another via plain phone lines). If you need more information about setting up your computer to access the Internet or if any of the terms used below are unfamiliar, please order the participant packet that accompanied *Technology: New Tools for Adult Literacy* or contact the access provider that you are planning to use.

America Online
Phone: 1-800-827-6364

Subscribing

If you are not already a member of America Online (AOL), do the following:

1. If you or your program has more than one computer, decide which computer will be used to dial into America Online.

2. If you do not have them, order a modem and cable. Preferably, the modem should operate at 14,400 or 28.800 bps. However, the modem must be compatible with the Hayes AT command set (the modem package should say something to the effect of "Hayes Compatible" or "100% Hayes Compatible"; if you have questions, consult with the store where you plan to buy the modem).

3. If you have an IBM or DOS compatible computer, find out how much random access memory (RAM) your computer has, how large the hard drive is, what type of video adapter it uses, the version of DOS you use, and (if applicable) the version of Windows used. If you have a Macintosh, determine how much RAM memory you have, how large your hard drive is, and the version of the system software you use.

4. Call America Online at 1-800-827-6364. Provide the sales representatives with the information about your computer that you collected earlier and ask them whether America Online's software will work with your system. If not, ask them what you would have to add to your computer in order to make it work properly with America Online. America Online will ship you the software necessary to subscribe to America Online in 10-14 days. If you need help with any aspect of using AOL, call the number listed above.

Important: When you subscribe to America Online, the system will request your credit card number. America Online provides you with 10 hours of free service during the first 30 days you are subscribed to the system. When the initial 10 hours are used or after 30 days, ***subsequent connections to America Online will be charged to your credit card***. We encourage you to monitor your on-line time carefully if you intend only to take advantage of the free time and do not intend to continue your subscription. The sponsors of this videoconference have not purchased connection time from America Online and are not responsible for usage charges arising from participation in any of the on-line follow-up activities.

Using America Online's Internet Features

Unlike other online services, AOL seamlessly integrates the information available over the World Wide Web with its own information. AOL's Internet features, including e-mail, the USENET bulletin board (AOL calls USENET "Newsgroups"), Gopher/WAIS databases, FTP, and a Browser for the World Wide Web are located in AOL's Internet Center. You can find the Internet Center by using the "Keyword" option in the "Go To" menu. For more information on using AOL generally and AOL's Internet tools specifically, we recommend purchasing the *America Online Tour Guide* from AOL and Ventana Press.