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YWCA family literacy program

Adam Severson

University of Northern Iowa

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Abstract

According to the federal government (2002), family literacy programs are defined as services provided to participants on a voluntary basis. The programs should be of sufficient energy in terms of hours and duration. Such programs should make lasting changes in a family that include the following activities: (a) interactive literacy activities between parents and children, (b) training for parents regarding how to teach their children and be a partner in education, (c) parent literacy training that leads to economic independence, and (d) an age-appropriate education to prepare children for success in school and life experiences.

The Family Literacy Program at the YWCA took place over an 8-week period in the summer of 2002. It was tailored to assist low-income and minority families in learning how to effectively read storybooks with their children. The hope was that families would improve on the reading skills assessed on the Adult/ Child Interactive Reading Inventory (ACIRI).

YWCA FAMILY LITERACY PROJECT

A Graduate Project

Submitted to the

Division of Reading and Language Arts

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Adam Severson

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	Barry J. Wilson
12/16/02	
Date Approved	Graduate Faculty Reader
	Mingshui Cai
/2/12/02	
Date Approved	Graduate Faculty Reader
	Rick Traw
12/12/02	
Date Approved	Head, Department of Curriculum and Instruction

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CHAPTER 1:

LITERATURE REVIEW

Family Literacy Defined

According to the federal government (2002), family literacy programs are defined as services provided to participants on a voluntary basis. The programs should be of sufficient energy in terms of hours and duration. Such programs should make lasting changes in a family that include the following activities: (a) interactive literacy activities between parents and children, (b) training for parents regarding how to teach their children and be a partner in education, (c) parent literacy training that leads to economic independence, and (d) an age-appropriate education to prepare children for success in school and life experiences. Family literacy programs are essential in empowering parents to help their children read (Daisey, 1991).

Components of Family Literacy Programs

Many different types of family literacy programs have been implemented throughout the country in recent years. There are basic components that seem to be addressed in the majority of programs (Baker, Sonnenschein, Serpell, Fernandez-Fein, & Scher, 1994). One component is the development of knowledge about print. Many families involved in family literacy programs do not realize the many ways print is used to convey information. Narrative

text structure is a key idea addressed in these programs. If parents are not reading with their children on a consistent basis, they may not realize that there is a definite difference when reading narrative stories as compared to reading for information. Another major area that family literacy programs address is the attitudes of family members toward reading. Since many families in literacy programs are from poor economic backgrounds, the tendency seems to be the families are not as well educated. As a result, they may not see reading as fun and therefore pass that attitude onto their children.

Literacy uses in families can differ greatly (Elish-Piper, 1997). Situations and events that occur in the home influence the uses of literacy. Some families use literacy in ways that are very similar to the school setting. Other families may use reading as a form of entertainment. Most families use environmental print to take care of daily business in their everyday lives (Hydrick, 1996). Heath (1983) notes that an early knowledge of print is essential in laying the groundwork for reading success.

Donahue, Finnegan, Lutkus, Allen, & Campbell (2001) describe ways literacy ideals are formed in the home. Parents' literacy levels, number of books, parental role models, and interest in education are all essential to

student achievement in literacy. Children who do not have these things in their lives are more likely to struggle in the school setting in contrast to children who do.

Funding and Assistance

Since the families in need of programs to aid their literacy development are often of a lower socioeconomic status, they are unable to pay for these services. As a result, funding a key to running a successful family literacy program. Morrow (1995) states that no one funding source can carry the entire financial burden of a family literacy program. Many programs depend on government agencies, literacy volunteer sources, corporations, local and national foundations, and private individuals. Thomas, Fazio, & Stiefelmeyer (1999) assert that it may be necessary to present a potential program to community groups, private foundations, and the corporate sector. This can be done through formal proposals for public and private financial assistance. Once multiple organizations support the program, obtaining funding becomes easier. Since family literacy is something that can be embraced by an entire community, multiple organizations may feel compelled to work in a partnership to provide financial support to a cause.

Thomas et al (1999) note that there are many ways family literacy programs can be assisted in providing needed services. Community organizations may be willing to allow use of facilities instead of providing financial assistance. It is also important to make the program convenient for the families by holding the program in areas near the participants. Thomas et al (1999) also recommend securing at least two rooms to allow for adult education and activities for children.

Curriculum

Another matter of great importance to a family literacy program is curriculum. According to Auerbach (1995), there are two curriculum models for family literacy programs. One model is the transmission model, also known as the deficit model. This model first identifies the deficiencies in families such as needs, problems, and practices of the families. The program is then designed to teach skills or practices to parents so they can better communicate with their children in a literate environment. Parents are also taught specific literacy skills to help their children thrive in a literacy environment.

According to Auerbach, the deficit model is based on certain assumptions. One assumption is that language-minority students come from homes where literacy is not a

priority. Another assumption is that family literacy is simply parents teaching children skills. A third idea is children become so literate that parents try to imitate the school environment in the home. An additional theory is that what students learn in school is insufficient, and what happens in the home determines the success of children. The final assumption is that parents' personal problems get in the way of fostering a positive literacy environment.

In contrast, the empowerment model is based on alternative assumptions. Auerbach (1995) describes the need for programs that include the cultures within the community. Literacy practices and social contexts are also necessary components of this model. If those ideas are incorporated into the program, participants can come to see the need for literacy so they can challenge the things that hold them back in their lives. As Taylor (1981) notes, successful readers are able to see the social significance involved in reading.

The empowerment model encourages instructing the participants within their own communities (Freire, 1970). When the curriculum is specific to the needs of the community, it will likely be more beneficial to the participants (Aeurbach, 1995). The families are often a

part of the curriculum development in this model. In addition, it is imperative that families see literacy as a valuable asset within their own social community. As the curriculum is developed, the social aspects of literacy are emphasized.

Regardless of the model a family literacy program follows, "A key activity is parent-child reading," (Schwartz, 1999, p. 2). Books need to be selected so they are age appropriate for the children in the program. Schwartz also encourages directors to have tips on how to read and discuss books with children. Kerka (1991) recommends designing programs so they encompass multiple literacies and literacy behaviors in the home and community. Along the same lines, DeBruin-Parecki, Paris, & Siedenburg, (1998) state that curriculum is most beneficial to participants if it is useful to them in their lives. As a result, the program will likely benefit a broader range of participants.

In order to supplement a family literacy program, family members must continue to work on reading in the home. Books and magazines either owned by the family or checked out from local libraries will encourage family members to model reading or read to children (Hydrick, 1996). Hydrick also recommends that parents talk to their

children about how their parents read to them. Her book

Parents Guide to Literacy is full of recommendations that

would be useful to family literacy programs.

Participants

When recruiting participants, it is necessary to keep

in mind that families in need of literacy programs

represent diverse populations. Schwartz (1999) presents

the idea that recruiting strategies that reflect cultural

diversity and emphasize personal contact can be effective.

Thomas et al (1999) provide information as to how to

recruit families to the program. They say that placing a

notice in a local newspaper, distributing flyers to schools

and organizations, and things of that nature are ways to

reach some families. Making connections with day-cares,

family service workers, and others in the community can

also help in the recruiting process.

"The view of literacy that each of us holds is

profoundly shaped by our home and school experiences,"

(Klassen-Endrizzi, 2000, p. 65). Participants in family

literacy programs are often ethnically and culturally

diverse, speak different languages, and are of a low

economic status (Schwartz, 1999). Brown (1998) notes that

since many families involved in family literacy programs

are unsure how to help their children, the program must

determine the forms of literacy acceptable for the family.
Interviews, surveys, and informal discussions are some ways
that the program facilitators could use to find out the
needs of the families involved.

<div align="center">Assessment</div>

Since results are important to determine participants'
progress, it is imperative that family literacy programs be
evaluated. The difficulty in assessing family literacy
programs is that there are not many instruments of
assessment. Often portfolios are used. Another tool used
is written responses to survey questions by the
participants in the program. Responses to reading done for
the program are another form of evaluation. Simply
tracking attendance can show the quality of the program.
If the families feel that they are receiving help, they
will most likely have a good attendance record. An exit
interview is another good way to determine the
effectiveness of the program (Paratore, 2001).

An alternative assessment tool is the Adult/Child
Interactive Reading Inventory (ACIRI) (DeBruin-Parecki,
1999). Dr. Andrea DeBruin-Parecki developed the ACIRI in
1997. This assessment tool qualitatively and
quantitatively measures the joint behaviors of both the
adult and child. Both the adult and child are observed and

notations are made in three separate categories: (a)
enhancing attention to text, (b) promoting interactive
reading and supporting comprehension, and (c) using
literacy strategies. Within each category are four
behaviors. Therefore twelve total behaviors are assessed.
The ACIRI is attached in Appendix A.

Summary

There is a great demand for family literacy programs.
However, there are many intricacies to consider when
starting a program. Funding is a major concern. Without
funding, these programs cannot run. Once funding is a non-
issue, families must be recruited. Recruiting must focus
on families most in need of the program. The families must
feel that there is a benefit to the program. Therefore,
deciding the focus of the curriculum is of utmost
importance. Along those lines, the curriculum must match
up with the needs of the families involved in the program.
Programs must be assessed and objectives must be aligned
with the assessment tool(s). Once all these things are
worked out, a family literacy program can begin.

CHAPTER 2:

THE FAMILY LITERACY PROGRAM AT THE YWCA

Introduction

The Family Literacy Program at the YWCA took place over an 8-week period on Tuesday evenings from 6:30-8:30 p.m. throughout the summer of 2002. It was tailored by co-directors Dr. Andrea DeBruin-Parecki and Adam Severson to assist low-income and minority families in learning how to effectively read storybooks with their children. The hope was that as a result of the program, the families would improve on the reading skills assessed on the Adult/Child Interactive Reading Inventory (ACIRI). These research-based skills were taught by the aforementioned co-directors throughout the 8-week program. Initially the program was to take place in the spring of 2002. However, because of many difficulties that will be discussed in this section the program did not begin until the summer of 2002.

Purpose

The purpose of the program was to see if parents and children learned how to read together more effectively as a result of a family literacy program.

Research Questions

This project included qualitative and quantitative assessment measures. Data was gathered on the ability of the adult and child to read together, the home reading practices employed, and through viewing weekly take-home

activities. The driving force for the project was to see if the program showed improvement in reading behaviors in adults and children. The following questions will be addressed:

1. Do adults read to their children more often?

2. Which interactive reading behaviors show the most improvement?

3. Do parents get more enjoyment from reading with their children?

Funding

Funding was a critical element in starting the family literacy program. Since this was a community service project, money was necessary to pay important program materials. Formal proposals are often necessary to receive funding (Thomas et al, 1999). Many different businesses were contacted about either donating money or goods to the program. Formal proposals were sent out to Wal-Mart, John Deere, Hy-Vee, and UNI. UNI contributed a small sum money for research and copies. Staples, Office Max, Target, B Dalton, Walden Books, Econo Foods, and Hobby Lobby were contacted, but either deadlines were missed or the company was unable to help. Martin Brothers provided a discount on food and contributed a meal. However, John Deere and the McElroy Foundation were the primary funding sources that

made the program possible. The money did not come in time
to run the program as planned, so it began in the summer
instead.

Designing the Program

Schools, churches, and other places in the community
were discussed as places to hold the family literacy
program. The YWCA and the YMCA also seemed like ideal
places. A meeting was scheduled with the executive
director of the YWCA, Pam Hays. The program, it's goals,
and donation requests were discussed at this meeting. Ms.
Hays agreed to have the YWCA host the program and allow the
use of the van to provide transportation for families.

Once the site issue was resolved, the actual designing
of lessons for program began. It was decided that the
Adult/Child Interactive Reading Inventory (ACIRI) would be
used as a basis for the lessons. It would also be used as
the evaluation tool so curriculum would be directly linked
to assessment. The assessment would be given pre- and
post-program. The lessons in between would teach the
families the specific behaviors described on the
instrument.

The first task for each lesson was finding books that
would encourage the families to use the behaviors taught in
each class. Using expert knowledge of children's books,

many different books were decided on for each lesson. Two
books would be read each session and the families would
receive one book to take home each week. The remaining
books would be recommended to the families so they could
either buy them or check them out at the library. At times
it was difficult to find books that would go along with
behaviors to be taught. A librarian with an expertise in
children's literature was contacted to discuss some
possibilities. Eventually, a good list was decided on for
each week. Once the books were chosen, activities were
developed that went along with the books and encouraged the
behaviors being taught. Take-home activities were also
developed so the families could practice the skills at
home. This process went from March through May.

A typical program went as follows (a specific lesson
will be included in Appendix D:

I. **Dinner:** A dinner for the families was
provided. Nutritious meals were served at
each of the eight sessions. The dinners were
necessary to make coming to the program
easier. Since the program started at 6:30,
working families may have had a difficult
time getting their children fed and to the
program. By serving a dinner, this problem

was eliminated. The dinner was also a great way for the volunteers to interact with the families and build a good rapport with them. In addition, since many of these families were low-income, the dinner allowed them to have a nutritious meal at little cost.

II. **Interactive Reading Tips:** Each program began by discussing tips to be modeled and taught to the families.

III. **Puppet show:** Puppets were used to model the tips as the co-directors read the story aloud as an adult and child. An attempt was made to include the participants as we read through the story.

IV. **Activity:** Once the story was finished, an activity was done. The activities were connected to the skills the book emphasized and always required the adult/child pair to work together on one or more of the skills for the week.

V. **Story:** When the activity was finished, another story was read aloud to the participants.

VI. **Snack:** When that story was complete, a snack was typically served.

VII. **Recommended books:** As the participants were eating their snack, books were recommended that were available at local public libraries. These books would aid the participants in practicing the tips being taught.

VIII. **Take-home activities directions:** A co-director would go through the take-home activities and give the families the book to take home.

IX. **Conclusion:** At the end of each program, a volunteer would lead a music lesson that brought the adult/child pair together to interact. This was usually the culminating activity for the evening.

Child-care was another issue of concern. In order to make the best use of time, it was most beneficial for the parent to work with one child. If the parent had additional children, they were able to attend a free, educational child-care program while the literacy program was taking place. Reading, art, and other activities were done in the child-care.

The co-directors were informed about a program that would offer books to community service projects at a significantly discounted price. The project qualified and was accepted to the Scholastic Literacy Partners. This was a very positive development since it dramatically cut back the cost of books. However, some books that had been put into the lessons that were not included in the catalog and consequently had to be changed. There was also a plan to order the remaining books from an outlet store. Unfortunately, this distributorship was unable to guarantee the books arrival time, so as a result books were ordered through Barnes and Noble.

Upon notice that the McElroy Foundation had accepted the grant proposal, there was a great deal to do. Books were immediately ordered. Since it had been decided that puppets would be used, a puppet theatre had to be ordered. Animal puppets were also purchased. Animal puppets were chosen because they do not typically represent racial boundaries like people puppets would have. Materials and supplies also needed to be purchased. Staples and Sam's Club were stores at which necessary materials for the program and child-care were obtained.

Once all materials were purchased and lessons were set there were still things to be done before each program.

One night each week, the co-directors met to discuss the previous week. Any activities that needed adjustments were done. The books and materials were packed into tubs so they could easily be transported to the program. Handouts, take-home activities, recommended book sheets, tip sheets, and book logs were all put to paper and copied as the program was being run along with the take-home work completed by the participants.

The night of the program was always hectic before the participants arrived. Volunteers began arriving an hour before the program. The cook would begin preparing the meal at that time. Other volunteers along with the co-directors set up the program room and dining room. Books were displayed, tips were posted, and tables were cleaned. The puppet theatre was brought down from an upstairs room. One of the co-directors was responsible for transporting families in need to the program.

Recruitment of participants and volunteers

Participants in this study included 10 adults with one child per adult from diverse backgrounds. The children involved in the program ranged in age from 3-7. The typical family was a mother with her child, although there was one grandmother with her granddaughter. Out of the ten

families enrolled, 3 Mexican families, 5 African-American families, and 2 Caucasian families were served.

Recruiting families to participate in the program was difficult. Fliers and brochures were developed and distributed in Waterloo. Community groups were visited as a part of the recruitment process. A personal visit was made to a YWCA mother's group that resulted in two families enrolling in the program. Another participant had shown interest at a literacy night at a local school and her family joined to program. Other participants found their way into the program through word of mouth. Over 1,100 fliers, brochures, or advertisements to local schools and businesses were distributed. However, not a single family came because of the fliers or brochures. They all came through individual contact or word of mouth.

Volunteers were also recruited. Early in the process, a former student of a co-director was interested in donating books for the program. While meeting with him, he showed an interest in becoming more involved with the program. After discussion between co-directors, it was decided that he would be asked if he would be willing to cook for the program. Fortunately for the program, he was not only willing to cook, but he was willing to plan the meals and pick up the food. The co-directors visited

classes and a connection was used with Ms. Maribelle
Betterton to try to secure volunteers. Ms. Betterton was
in charge of the SRA (Student Reading Association) and
information was sent to their meeting. Although the
organization was unable to provide any volunteers, Ms.
Betterton volunteered her America Reads tutors who had
money remaining to be earned to work for the project. The
tutors developed some child-care activities and tips
posters for the program. Other volunteers heard through
word of mouth and most were former students of one of the
co-directors.

In order to assess the families, people were needed to
administer the ACIRI. The ACIRI people were recruited by
the co-directors through personal connections. A meeting
was held in May to train these people on the ACIRI. They
came the first week and last week of the program to
administer this assessment.

The Adult/Child Interactive Reading Inventory

The Adult/Child Interactive Reading Inventory (ACIRI)
uses categories and behaviors to assess the reading process
between adults and children (DeBruin-Parecki, 1999).
DeBruin-Parecki also states that the ACIRI is intended to
inform adults on how to improve reading skills to help
children learn reading skills that will be helpful in

school. In addition, the ACIRI can be used to provide data

for project evaluation.

Each lesson was designed to teach behaviors described

on the ACIRI. One or two behaviors were focused on each

session. For example, one behavior is asking the child to

recall information from the story. An activity that was

done is an open-mind portrait where the child writes or

draws what he/she remembers from the story. The first week

and last weeks of the program were different since the

assessments took place at this time. The ACIRI was given

those weeks. The project eliminated one story and one

activity during those weeks.

The Adult/Child Interactive Reading Inventory (ACIRI)

describes different behaviors that were taught during the

program. The observers using the ACIRI were trained by

watching videos of adults and children reading together.

They discussed their observations. Then the observers

agreed on scores. Once the scores were almost identical

for all observers for other viewings, the training was

complete. The training was essential for data collection

to make sure that all observers are rating the same

observations the same way so reliability could be assured.

This training occurred three weeks prior to the program.

To administer the ACIRI, the adult/child combination chose a book that was age appropriate for the child. The observer helped the adult choose this book in some instances. Then the observer and the adult/child pair went go to a quiet, empty room. Next, the observer watched the adult and child reading together and marked down observations next to the behaviors listed on the instrument. For example, the adult may have asked the child "What do you think will happen next?" That behavior would fall under the category of "solicits predictions" and the observer may note the question the adult asked on the instrument. Once the pair was done reading, the observer then explained to the adult what was done well and what may need to be improved on based on notations made on the instrument. After the pair left, the observer assigned a number score based on a 0-3 scale to each behavior on the inventory. To protect the adult from feeling inadequate if given a low score, she never learned her score or knew that the behaviors are being scored. According to the inventory, a "0" score means there was no evidence of the behavior. A score of "1" means the behavior may have happened only once. Scoring a "2" means the behavior was noticed 2-3 times and a "3" means that the behavior occurred 4 or more times. The instrument, definitions of

the categories, and behaviors that fit into those categories are included in the appendix. The observer also checked the comfort level they observed on the adult while reading as being low, moderate, or high.

Survey

A survey was used to find out the literacy background and progress of the families. Following the ACIRI, but before they scored it, the observers asked the adults the questions on the survey or had the adults complete the survey themselves. The survey was designed to determine the general reading background of the family. A copy of the survey is included in Appendix B.

Data Collection

Each family was assessed prior to the program and upon completion of the program. The Adult/Child Interactive Reading Inventory (ACIRI) was used to collect reading strategies and behaviors used by the adults and children. The ACIRI showed qualitative and quantitative data that compared the pre-test to the post-test. The survey data gave a view as to how the participants felt about reading before the program and after the program. The homework was photocopied each week and used as qualitative data to be analyzed on a case-study basis at the conclusion of the project.

CHAPTER 3:

DATA ANALYSIS

The data for the ACIRI was analyzed by looking at individual family's pre and post means on each behavior, category, and on the overall instrument. The survey was also examined on a case-by-case basis. This was done due to having only ten participants. To best show how the program worked and what was accomplished, a case study approach will be used.

The ACIRI showed both qualitatively and quantitatively whether the reading behaviors of the adult and child improved. The survey also showed whether the beliefs on reading at home changed. The homework was analyzed by looking for improvements throughout the program. When judging the success of the program, higher scores on the behaviors at post-test compared to the pre-test on the ACIRI were noteworthy. Surveys also were examined to determine if responses became more positive. For example, questions such as "I think it is fun to read with my children" would get the "All of the time" response circled rather than "Rarely," and homework will consistently be complete. The homework, pre- and post-surveys, and pre- and post-assessments for the case study example on the ACIRI will be discussed further in this paper.

Description of Case Study Family

The case study involves a 23-year-old Hispanic mother and her 6-year-old daughter. For the purpose of data reporting, they will be referred to as Emilia and Maria. This dyad attended each program faithfully and consequently showed a great deal of growth. They completed nearly every take-home activity and at the very least wrote the take-home book in their reading log. Often they recorded additional books in the reading log.

This dyad's scores on the ACIRI showed a great deal of improvement. The adult's score improved overall from a 1.67 to a 2.22. All three categories showed growth. Emilia improved from 2.25 to a 3 in category 1. Granted, that score improved based on 1 behavior alone. However, category 2 showed great improvement from a 1.75 to a 2.5. Category 3 went from a 1 to a 1.5. Maria's scores also improved. Her overall score went from a 2 to a 2.25. Category 1 went from a 2.25 to a 3. Category 2 increased slightly from a 2 to 2.1. One odd observation came in category 3. Maria actually went from a 1.75 to a 1.5. However, this could be explained by Emilia's score improving because this was based on the increased adult questioning that did not afford the child much opportunity to be as spontaneous.

The survey reflected a great deal of growth. The table below shows the questions and Emilia's answers. Emilia's reading enjoyment improved from pre- to post assessment. The number of times Emilia read to her child increased from one time per week to three or more times per week. Emilia went from thinking it was sometimes fun to read with her child to thinking it was always fun to read with her child. In addition, the number of times Emilia and Maria visited the library increased. They sometimes visited the library prior to the program and answered all of the time as to the how often they visited the library at the conclusion of the program.

Question for Emilia	Pre-program	Post-Program
I like to read.	Sometimes	Most of the time
I read_____.	1 or more times/day	1 or more times/day
My parents/guardians read to me when I was little.	Rarely	Rarely
It is good for my child to see me reading a book, magazine, or newspaper.	All of the time	All of the time
I read with my child.	1 time/week	3 or more times/week
I think it is fun to read with my child/children.	Sometimes	All of the time
My child and I have a bedtime routine that includes reading.	Rarely	Rarely
It is important for me to play a part in teaching my child/children to read and write.	All of the time	All of the time
I visit the library with my child/ children.	Sometimes	All of the time
I know how to pick out books to read with my child/children that they will like and understand.	Sometimes	Most of the time
I see my child/children reading or looking at books alone.	1 or more times/day	1 or more times/day

General Patterns Seen in Families

Families tended to score better overall on the ACIRI

post-assessment than the pre-assessment. Typically the

adults scored higher on the "enhancing attention to text"

category. More specifically, they scored an average of 1.6 points higher on allowing the child to hold the book and turn the pages. Predictions were also more sought after in the post-assessment by an average score of 2 points. As far as the survey was concerned, the families tended to give more positive answers on the post-survey than the pre-survey. An encouraging sign was that the 60% of the parents surveyed pre- and post increased the amount of time they spent reading with their children.

CHAPTER 4:

CONCLUSION

Many families need to learn how to read more effectively with their children in order to better help their children succeed in school. However, for people willing to put in the time and effort to develop and run such a program, a large time commitment is necessary. Funding must be secured. That is not always an easy task. If funding is available and people can be paid to work, then finding people to assist with the program will be much easier. Finding volunteers to help with family literacy programs is not always as easy. Well-written curriculum linked directly to assessments must be developed. The curriculum must also be reflective of the respective cultures participating in the program. Recruiting participants works best when it is done in person. Other advertising methods may work in some instances, but a personal touch or encouraging people within the program to tell others about it seems to be much more effective. Assessment must match the curriculum and like the curriculum, not be threatening to the participants. In the future, it is important that family literacy programs become more widespread to help families who want to help their children succeed in school develop the tools they need to do this.

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APPENDIX A:

ADULT/CHILD INTERACTIVE READING INVENTORY (ACIRI)

Adult/Child Interactive Reading Inventory

N: _____ DOB: _____
N: _____ DOB: _____

SCORE (0-3)
3 = MOST OF THE TIME (4 or more time)
2 = SOME OF THE TIME (2-3 times)
1 = INFREQUENTLY (1 time)
0 = NO EVIDENCE

Teacher's Name _____

General Comments:
SCORE: _____

	Adult's Name: Case #	Date: OBSERVATION	Child's Name: Case #	Date: OBSERVATION
ADULT BEHAVIOR			**CHILD BEHAVIOR**	
I. Enhancing Attention to Text			**I. Enhancing Attention to Text**	
1. Attempts to promote and maintain physical proximity			1. Child seeks and maintains physical proximity	
2. Sustains interest and attention through use of child-adjusted language, positive affect and reinforcement			2. Child pays attention and sustains interest	
3. Gives child opportunity to hold book and turn pages			3. Child holds book and turns pages on his/her own or when asked	
4. Shares book with child (i.e. displays sense of audience in book handling when reading)			4. Child initiates or responds to book sharing which takes his/her presence into account	
II. Promoting Interactive Reading and Supporting Comprehension			**II. Promoting Interactive Reading and Supporting Comprehension**	
1. Poses and solicits questions about the book's content			1. Child responds to questions about book	
2. Points to pictures and words to assist child in identification and understanding			2. Child responds to prompt cues or identifies pictures and words on his/her own	
3. Relates book content and child's responses to personal experiences			3. Child attempts to relate book content to personal experiences	
4. Pauses to answer questions child poses			4. Child poses questions about the story and related topic	
III. Using Literacy Strategies			**III. Using Literacy Strategies**	
1. Identifies visual cues related to story making (i.e. patterns, repetitive words)			1. Child responds to prompt and/or identifies visual cues related to the story him/herself	
2. Solicits predictions			2. Child is able to guess what will happen next based on picture cues	
3. Asks child to recall information from the story			3. Child is able to recall information from story	
4. Elaborates on child's ideas			4. Child spontaneously offers ideas about story	

OF BOOK: _____   AUTHOR: _____

APPENDIX B:

YWCA FAMILY LITERACY SURVEY

YWCA Family Literacy Program Survey: 2002

Adult's Name_____   Date_____

PLEASE CIRCLE YOUR ANSWER.

1. I like to read.

   ALL OF THE TIME   **MOST OF THE TIME**   **SOMETIMES**   **RARELY**

2.. I read_____.

   1 or more times a day

   3 or more times a week

   1 time a week

   Less than 1 time a week

3. My parents/guardians read to me when I was little.

   ALL OF THE TIME   **MOST OF THE TIME**   **SOMETIMES**   **RARELY**

4. It is good for my child/children to see me reading a book, magazine or newspaper.

   ALL OF THE TIME   **MOST OF THE TIME**   **SOMETIMES**   **RARELY**

5. I read with my child.

   1 or more times a day

   3 or more times a week

   1 time a week

   Less than 1 time a week

6. I think it is fun to read with my child/children.

   ALL OF THE TIME   **MOST OF THE TIME**   **SOMETIMES**   **RARELY**

7. My child and I have a bedtime routine that includes reading.

ALL OF THE TIME   MOST OF THE TIME   SOMETIMES   RARELY

8. It is important for me to play a part in teaching my child/children to read and write.

ALL OF THE TIME   MOST OF THE TIME   SOMETIMES   RARELY

9. I visit the library with my child/children.

ALL OF THE TIME   MOST OF THE TIME   SOMETIMES   RARELY

10. I know how to pick out books to read with my child/children that they will like and understand.

ALL OF THE TIME   MOST OF THE TIME   SOMETIMES   RARELY

11. I see my child/children reading or looking at books alone.

1 or more times a day

3 or more times a week

1 time a week

Less than 1 time a week

PLEASE TELL US WHAT YOU THINK ABOUT READING WITH YOUR CHILD.

APPENDIX C:

LESSON SAMPLE AND ACTIVITIES

Third Lesson-YWCA Family Literacy Program

I. Tips for the Day: Posing and Soliciting Questions; Pausing to Answer Questions the Child Poses

- Ask your child questions when you get to things they may be curious about in the story
- Ask your child questions about things he/she may recognize.
- Slow down your reading when it seems there is a part that may lead your child to ask you questions
- Be sure to stop and listen before answering when your child does ask you a question
- One question can lead to many others, and this is a good thing because it lets you and your child enjoy the book and learn together.

II. Puppets Read and Demonstrate Skills

- Book to read: Purple, Green, and Yellow by Robert Munsch, 1994, Toronto: Annick Press.
    - Continue to model last week's skills
    - Ask the child questions
    - Child responds and asks a question
    - Slow down the reading at appropriate places
    - Demonstrate good listening and wait time
    - Learning together

III. Activities

- Poetry Activity: Child picks an animal, adult asks the child for characteristics, and fills them in to make a poem.
    - After the poem is done, the adult reads it to the child who then draws a picture based on the characteristics, asking the adult questions about the characteristics they may have forgotten.
- I Spy: Child picks something in the room .
    - Adult asks questions and child answers them leading to the object
    - Adult picks something in the room.
    - Child asks questions and adult answers them leading to the object

IV. Read Mama Don't Allow by Thacher Hurd

- Adam will play his coronet for the melody.
- Judith will play the melody on the guitar and the kids will try to sing it.

- The kids will then talk to their parent/guardian about what they don't allow, and then everyone will sing the song with those words as the lyrics

V. Take Home Activities

- Book to send home: Joose, B. (1990). *Mama, do you love me?* San Francisco: Chronicle Books.
- Possible questions adult might ask their child
- Possible places they could encourage child to ask questions
- Read another book and write down some of the questions you asked your child and your child asked you
- What is the most interesting thing you learned from your child's questions?
- Poem sheets about the family, me, and imagination.

VI. Supplies needed:

- Poem activity sheets and framed blanks for pictures
- Markers, crayons, pencils

VII. Suggested Books

- Lionni, L. (1967). *Frederick.* New York: Dragonfly Books.
- Noble, T. (1980). *The Day Jimmy's boa ate the wash.* New York: Scholastic.
- Asch, F. (1982). *Happy birthday moon.* New York: Scholastic.
- Isham, S. (1993). *Bo Bandicoot.* Tasmania, Austrailia: Bandicoot.
- Hurd, T. (1984). *Mama don't allow.* Hong Kong: Reading Rainbow.
- Isham, S. & M. (1997). *One weary womat.* Tasmania, Austrailia: Bandicoot.

POETRY ACTIVITY: LESSON # 3

POEM ABOUT AN ANIMAL

TITLE: NAME OF THE ANIMAL

_____

WHO IS (WHAT COLOR)

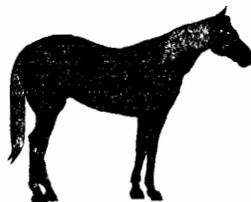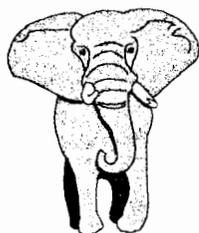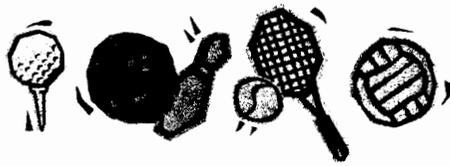_____

WHO IS (WHAT SIZE)

_____

WHO LIVES (WHERE)

_____

WHO EATS (WHAT)

_____

WHO GETS AROUND BY

_____

WHOSE FRIENDS ARE

_____

NAME OF THE ANIMAL

_____

DIRECTIONS FOR WEEK 3 POETRY ACTIVITIES

POEM ABOUT ME AND POEM ABOUT MY FAMILY

- ASK YOUR CHILD THE INFORMATION PRINTED ABOVE EACH LINE ON THE POETRY SHEET, AND FILL IN THE BLANK BELOW IT.
- FOR EXAMPLE: TITLE: CHILD'S FIRST NAME

  _____EMILY_____

POEM FROM YOUR IMAGINATION

- ASK YOUR CHILD TO USE THEIR IMAGINATION TO THINK OF SOMETHING OR SOMEONE.
- START BY WRITING THE TITLE.
- ASK YOUR CHILD QUESTIONS.
- USE THE ANSWERS TO THE QUESTIONS TO HELP YOUR CHILD CREATE THIS POEM.
- WRITE THE POEM DOWN FOR YOUR CHILD ON THE IMAGINATION POETRY SHEET.

POEM ABOUT ME

TITLE: CHILDS FIRST NAME

_____

WHO LIVES WITH

_____

WHO LIVES (WHERE)

_____

WHO LIKES

_____

WHO DOESN'T LIKE

_____

WHOSE FAVORITE FOODS ARE

_____

WHOSE FAVORITE TV SHOW IS

_____

WHOSE FAVORITE STORY IS

_____

CHILD'S LAST NAME

_____
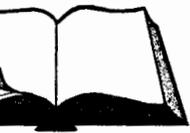
A POEM ABOUT MY FAMILY

TITLE: MY FAMILY

_____

NAMES OF PEOPLE IN MY FAMILY

_____

WHO LIKES TO (DO THINGS TOGETHER)

_____

WHO GOES TOGETHER (WHERE)

_____

WHO ALL LIKE TO PLAY THESE GAMES TOGETHER

_____

WHOSE FAVORITE HOLIDAY IS

_____

WHOSE FAVORITE MOVIE IS

_____

WHO READS WITH ME

_____

MY NAME

_____

A POEM FROM YOUR IMAGINATION

MAKE UP YOUR OWN POEM

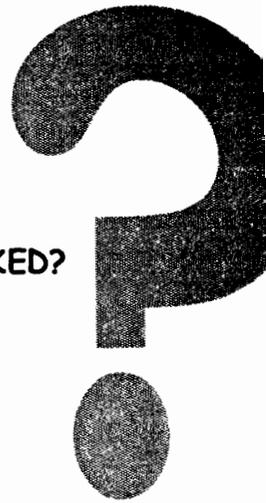TITLE:

_____

_____

_____

_____

_____

_____

_____

_____

QUESTIONS, QUESTIONS, QUESTIONS

WHAT ARE SOME OF THE QUESTIONS YOUR CHILD ASKED?

WHAT IS THE MOST INTERESTING THING YOU LEARNED FROM
YOUR CHILD'S QUESTIONS?