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CONSULTING SERVICES

Family Literacy Services in the
Context of 21st Century Community Learning Center Grant Programs

Background

Family literacy services are defined as those services provided to participants voluntarily of sufficient intensity in terms of hours and sufficient duration to make sustainable changes in a family. The term "family literacy" was coined by Denny Taylor[1] In her 1983 study on how the social context of the home affected a child's literacy development. A follow-up book by Catherine Dorsey-Gaines[2] and Taylor moreover espoused a philosophy focused on families' strengths to support literacy learning for and with their children, regardless of income status or other variables often associated with school success.

Reading research points to the connection between parental education and socio-economic status and their children's readiness to learn in school settings. Still further reading research suggests that how parents raise, interact, and use language with their children may be more important than the parents' occupation, income, or educational level (Heath, 1988)[3]. Auerbach (1989)[4] Furthermore, others also noted the importance of modeling language activities that parents might do with children, providing them guided and then eventually independent practice, engaging in storybook sharing, telling stories, making books, or day-to-day writing/drawing activities like creating grocery lists or pictures that relate to stories of everyday events in the life of the family.

Furthermore, indirect literacy experiences, such as children's outings with adults, the number of maternal outings, the emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parent involvement with the schools, had a more substantial effect on many aspects of reading and writing than did direct literacy activities, such as help with homework (Chall & Snow, 1982)[5].
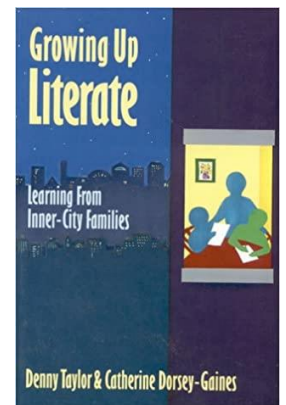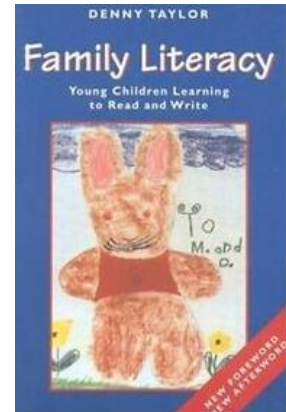
What is 'Family Literacy" in the Context of 21st CCLC Programs? When 21st Century programs claim to be providing "family literacy," – they are often not understanding what that means.

Family literacy is more than just inviting families to an event – it is a dynamic interaction between and among:

> a) interactive literacy activities between parents and their children;

> b) training for parents regarding how to be the primary teachers for their children and full partners in their education;

> c) parent literacy training that leads to economic self-sufficiency; and

> d) age-appropriate education to prepare children for success in school and life experiences.

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[1] Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Exeter, N.H: Heinemann Educational Books.
[2] Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, N.H: Heinemann.
[3] Brice-Heath, S. (1988), Language socialization. New Directions for Child and Adolescent Development, 1988: 29-41.
[4] Auerbach, E. R. (1989). Toward a social-contextual approach to family literacy. *Harvard Educational Review, 59*(2), 165-182.
[5] Chall, J., & Snow, C. (1982). *Families and Literacy: The Contribution of Out-of-School Experiences to Children's Acquisition of Literacy. Final Report.*

Research. Much of the research in this field is dated because the emphasis on Family Literacy went out of style. It was initially a part of First Lady Barbara Bush's platform, and federal funding resulted in what was called Even Start programs. "Even" Start was a play on words (versus "head start," for example), acknowledging that for low-income and low-literacy families, the intervention was necessary to ensure that children have an "even" start with their peers whose family may not speak English as their first language, have access to literacy materials in the home and caregivers who know how to support language and literacy development long before children enter school.

These programs were first authorized in 1988 and became a part of First Lady Barbara Bush's platform. The Even Start Family Literacy Program [6]—Title I, Part B, Subpart 3 of the Elementary and Secondary Education Act of 1965 (ESEA) —was initially authorized in 1988 with a $14.8 million appropriation. When the appropriation exceeded $50 million in 1992, it became State administered. The program was reauthorized by the Literacy Involves Families Together (LIFT) Act of 2000 and the No Child Left Behind Act of 2001. The administration of these grants moved to states in 1992, and the programs expanded. As federally authorized, the programs required the application of parenting education, parents and children, together time (PACT), and home visits. The intent was to a) help children to reach their full potential as learners (early childhood education); b) provide literacy training for parents (adult education), and c) help parents to become full partners in the education of their children (parenting education). Measuring these programs' impact proved challenging, however, and support waned, and funding was discontinued.

Considerations for 21st Century Program Resources

To help 21st Century programs consider if they are indeed "doing family literacy," a series of more current resources are included below, and this background information is offered to help program leaders understand that while a 21st Century program may not be able to do "family literacy" with the rigor specified under Even Start, they can engage if there is an exchange of information/learning that crosses the adult caregivers in the home and the children.

"Family Literacy" Considerations:

- Remember that under the statute, 21st CCLC programs are required to "provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools." **Direct your 21st CCLC funds to that and partner with others who may have the resources and expertise to serve adults.**

- **Do not overpromise** – do not say you will "do family literacy" if indeed that is not feasible. Do what you do well.

- **Reach out to your adult literacy providers in your area.** They may be well-positioned to partner with you to realize "family literacy" programming, activities, or events.

- **Use the literature review included herein to inform your understandings further.** These studies are drawn from the past decade, even though the origins of Family Literacy occurred earlier.

- **Reach out to our team** if you need support to design a "family" literacy activity or series of activities within the context of your 21st CCLC.

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[6] https://www2.ed.gov/programs/evenstartformula/index.html

Current Research

Anderson, J., Anderson, A., & Sadiq, A. (2017). Family Literacy Programs and Young Children's Language and Literacy Development: Paying Attention to Families' Home Language. *Early Child Development and Care*, *187*(3–4), 644–654. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1132320&site=ehost-live

Abstract: In this article, we review the literature on the impact of family literacy programs on young children's language and literacy learning. After defining family literacy, we present a brief historical overview of family literacy programs, including persistent questions regarding their effectiveness concerning young children's language and literacy learning and their propensity to promote the dominant language (e.g., English) while ignoring the benefits of bilingualism and families' home language maintenance. Meta-analyses reveal that family literacy programs positively affect young children's language and learning development, and studies of bilingual family literacy programs indicate that they effectively increase children's early literacy knowledge in the dominant or mainstream language and in promoting home language maintenance. This finding lends empirical support for bilingual family literacy programs and the concept of additive bilingualism. We conclude by suggesting implications for practice and future research.

Anderson, A., Anderson, J., & Teichert, L. (2013). Through a Rear-View Mirror: Families Look Back at a Family Literacy Program. *School Community Journal*, *23*(2), 33–54. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1028819&site=ehost-live

Abstract: In this article, we report on a study in which we interviewed working-class families who were the first cohort in a family literacy program that had been locally developed and implemented in a small village in Canada more than two decades previously in response to community-identified needs. The study was framed by Tulving's concept of episodic memory, which he described as autobiographical and which allows one to recall and reflect on one's past experiences because they are significant. Ten of the original 18 families were available, and they were interviewed in their homes using a semi-structured protocol. Interviews were transcribed and then coded according to themes. Findings include the following: families reported that the hands-on structure of the program in which they worked alongside their children helped them understand learning through play and developmentally appropriate curriculum and pedagogy; they gained insights as to how they could continue to support their children's learning at home and in the community; they became more comfortable in school and knowledgeable about its workings and subsequently participated more in school affairs; they and their children benefited socially from the program; and they believed the program assisted their children's transition to school. They also identified areas that needed improvement, including more frequent sessions and more explanation of the program's aspects. The study extends previous research in family literacy in that it demonstrates that programs can contribute to families' social capital.

Brown, C. L., Schell, R., Denton, R., & Knode, E. (2019). Family Literacy Coaching: Partnering with Parents for Reading Success. *School Community Journal*, *29*(1), 63–86. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1219795&site=ehost-live

Abstract: It is known that parent involvement contributes to children's overall educational achievement and literacy development. Home literacy, in particular, is critical in helping children who read below grade level. Studies also found that the interaction between the child and parent is as essential as interactive opportunities. This article reports findings from a small multilingual and multicultural book bag program implemented among third-grade elementary students for a semester. The study's primary purpose was to teach the participating parents to be literacy coaches for their children to enhance read-aloud experiences and become more effective in helping their children with reading. Findings showed highly positive results evidenced by parent-child interactions. Participating parents reported that through strategy instruction provided by the researchers and interacting with other participating parents, they acquired more tools to be effective literacy coaches. Findings also revealed that the problematic nature of promoting family literacy activities with busy parents, especially those who do not believe reading aloud could help their children improve their reading.

de la Rie, S., van Steensel, R. C. M., & van Gelderen, A. J. S. (2017). Implementation Quality of Family Literacy Programmes: A Review of Literature. *Review of Education*, *5*(1), 91–118. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1128719&site=ehost-live

Abstract: Raising young children's literacy levels is a concern in many countries for which various programs have been suggested. One of these is family literacy programs. In previous meta-analyses, wide variability in effects has been found, and it has been suggested that this is partly caused by variability in implementation quality. This review aims to look at the implementation quality of family literacy programs and their relationship with programs effectiveness. A search in relevant databases resulted in 46 studies. We found substantial but variable information on implementation quality. Almost all studies provided information on parents' quantitative engagement in programs, but fewer studies reported parent training characteristics, quality of engagement, and transfer to daily life. Overall, the included studies that did provide information showed frequent use of intervention strategies, and the degree of participation was generally high. Parents increased their use of the learned techniques and engaged in more literacy activities outside program time. However, few of the included studies analyzed the relationship between implementation quality and program effects, and these studies provided mixed results, making it difficult to conclude. Of critical note is the low quality of the selected studies. Many had methodological flaws. Some of the measures used are not necessarily reliable indicators of implementation quality, and results were, at times, presented with little precision. More robust evaluations of the effects of implementation quality are therefore needed.

Grolig, L., Cohrdes, C., Tiffin-Richards, S. P., & Schroeder, S. (2019). Effects of Preschoolers' Storybook Exposure and Literacy Environments on Lower Level and Higher Level Language Skills. *Reading and Writing: An Interdisciplinary Journal*, *32*(4), 1061–1084. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1210779&site=ehost-live

Abstract: The development of preschoolers' language skills is influenced by literacy environments and individual differences in storybook exposure. Extant research is limited as most studies (a) investigate the effects on lower level language (LLL; e.g., vocabulary, grammar), but not the effects on higher-level language (HLL; e.g., comprehension monitoring, narrative comprehension), and (b) focus on shared reading in the home literacy environment (HLE), but not on the child care literacy environment (CCLE) and the child as active literacy agent. We addressed these two gaps. First, we investigated the contributions of the HLE and the CCLE to the storybook exposure of 201 German preschoolers (MAge = 5; 5 years). A multilevel model showed that parents' storybook exposure was the most important predictor of children's storybook exposure. By contrast, childcare workers' storybook exposure was not a significant predictor. Second, we explored the unique contributions of HLE, CCLE, and preschoolers' storybook exposure to LLL and HLL skills. Multilevel models showed that children's storybook exposure explained unique variance in LLL skills and HLL skills. Literacy environments explained additional variance in LLL skills. In sum, our results suggest that literacy environments are differentially related to children's storybook exposure and language skills. Our finding that children's storybook exposure was a unique predictor of vocabulary, grammar, comprehension monitoring, and narrative comprehension indicates that shared book reading has the potential to foster a range of early literacy skills that predict reading comprehension.

Hannon, B. A. M. (2018). The Contributions of Informal Home Literacy Activities to Specific Higher-Level Comprehension Processes. *Journal of Education and Training Studies*, *6*(12), 184–194. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1195535&site=ehost-live

Abstract: This study shows that home literacy activities contribute to kindergarten children's higher-level comprehension processes, namely knowledge integration, and knowledge access. Kindergarten children completed measures assessing literacy and language skills, and then their performances on these measures were correlated with home literacy activities, which were assessed via a parental questionnaire. Consistent with previous research, the results revealed that informal home literacy activities were positively related to language comprehension and vocabulary but not to letter-word decoding and phonemic decoding skills. The results also revealed that home literacy activities were positively related to knowledge integration and knowledge access, two strong language predictors, and reading comprehension. Finally, the present results suggest that home literacy activities' contributions to language comprehension are the same contributions that home literacy activities make to higher-level comprehension processes. In other words, the contributions that home literacy activities make to language comprehension are not independent of the contributions that home literacy activities make to higher-level comprehension processes.

Jarrett, R. L., & Coba-Rodriguez, S. (2017). "We Keep the Education Goin'' at home All the Time": Family Literacy in Low-Income African American Families of Preschoolers." *Journal of Education for Students Placed at Risk*, *22*(2), 57–76. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1137248&site=ehost-live

> **Abstract:** Researchers have examined the impact of family on child literacy among low-income African American families and preschoolers considered to be at risk for not being ready for kindergarten. Quantitative studies identify family-parental variables associated with poorer literacy outcomes, whereas qualitative studies detail family practices that promote child literacy development. Addressing the limitations of social address variables in quantitative research and the paucity of research on preschoolers in qualitative research, this study examines the home-based literacy practices of 20 low-income African American families with preschoolers in Head Start transitioning to kindergarten. Using qualitative interviews informed by a resilience framework, we found that home-based literacy activities were carried out within diverse kin teams who worked together to promote children's school readiness. Family literacy teams expanded the literacy resources available to preschoolers, providing a rich literacy environment for children's development. These findings contribute to our substantive understanding of literacy practices within low-income African American families, resilience theory, and culturally relevant home-school collaborations.

Kuo, N.C. (2016). Promoting Family Literacy through the Five Pillars of Family and Community Engagement (FACE). *School Community Journal*, *26*(1), 199–222. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1104402&site=ehost-live

> **Abstract:** Family literacy involves factors beyond what is done at home between parents and children. To help preservice teachers develop their understanding of the multiple dimensions of family literacy, this study uses the five pillars of family and community engagement (FACE)—early literacy, family involvement, access to books, expanded learning, and mentoring partnerships (Scholastic, 2013)—to examine how these five elements influence preservice teachers' knowledge of and practices in family literacy. While each of the five pillars of FACE is critical to the needs of family literacy development and is well described in the literature, there is limited research on the impact of the five pillars of FACE on preservice teachers' knowledge of and practices in family literacy. Thus, the grounded theory methodology (Glaser & Strauss, 1967) was incorporated in the present study to investigate the classroom's actualities. After completing 20 sessions of in-class activities and 30 hours of fieldwork, the results indicate that the use of the five pillars of FACE increased the participants' knowledge of the multiple dimensions of family literacy and positively influenced their practices in fieldwork.

Louie, B., & Davis-Welton, K. (2016). Family literacy project: Bilingual picture books by English learners. *Reading Teacher, 69*(6), 597-606. doi: http://dx.doi.org.libezproxy2.syr.edu/10.1002/trtr.1444

> **Abstract:** The purpose of this article is to describe a family literacy project involving a partnership of school-aged children and their families with in-service and preservice teachers enrolled in a university course on literacy instruction for English language learners. This project consists of family members sharing their stories with their children to be later transformed into bilingual picture books. This project engaged teachers, families, EL learners, and community members to become partners in literacy development. Teachers engaged students from culturally and linguistically diverse backgrounds and their families to produce student-authored and self-illustrated bilingual picture books in the classroom setting. In this article, we present the instructional process for teachers interested in partnering with families to create bilingual books.

Marsh, J., Hannon, P., Lewis, M., & Ritchie, L. (2017). Young Children's Initiation into Family Literacy Practices in the Digital Age. *Journal of Early Childhood Research*, *15*(1), 47–60. http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1132856&site=ehost-live

> **Abstract:** This article reports a study that explored young children's digital literacy in the home. The study aimed to identify the range of digital literacy practices in which children are engaged in the home and explore how they are embedded in family life and involve family members. Four children, two girls and two boys aged between 2 and 4 years, were the study's focus. Parents were co-researchers in the study in that they made written observations on children's activities and captured practices using a digital camera and a digital camcorder over one month. They took part in a series of interviews during the study in which they reflected on this data and were asked about related practices. Findings suggest that children were immersed in a range of multimedia, multimodal practices that involved extensive engagement with other family members who scaffolded their learning and delighted in the children's technological capabilities. In light of socio-cultural developments in the new media age, the article suggests that a change in focus from "family literacy" to "family digital literacy" is required.

Morris, S. P., Wishart, R., Husain, F., Marshall, L., & Vojtkova, M. (2019). Evaluating the Effectiveness of a Family Literacy Programme on Children's Attainment with English as an Additional Language -- A Cluster Randomised Controlled Trial. *Educational Research*, *61*(4), 408–424.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1233336&site=ehost-live

Abstract: Background: A cluster randomized controlled trial was conducted to test whether the offer of Family Skills, a program targeted at the parents of reception year (4-5-year-old) pupils with English as an Additional Language (EAL), raised attainment. Purpose: There is little existing evidence of whether family literacy programs delivered in school settings effectively raise attainment among pupils with EAL in the English context. This study seeks to address this gap. Program description: Eleven two and a half hour sessions were delivered during the school day, by trained trainers, to the parents of pupils with EAL. Sessions aimed to enhance parents' knowledge of effective literacy strategies. Sample: In total, 115 primary schools in England were recruited to the study. Each school identified pupils in the reception year that had EAL. The parents of these children were invited to take up the program. Design and methods: A two-arm parallel cluster randomized control trial was conducted, with schools randomized to intervention and control conditions.

The primary outcome measure was literacy attainment. The evaluation also included a mixed-methods process evaluation. Results: The estimated effect size for the primary outcome based on adjusted intention-to-treat analysis, with a full set of covariates, was 0.03 (95% CI: -0.14 to 0.21). Not all parents invited to take up the intervention did so, and it proved challenging to obtain a reliable measure of take-up. Conclusions: Estimated effect sizes ranged from 0.13 in an unadjusted analysis to 0.03 in the full-adjusted analysis. Our results do not reach statistical significance at the 95% level. We discuss ways the intervention might be improved and address the low take-up of Family Skills.

Nag, S., Vagh, S. B., Dulay, K. M., & Snowling, M. J. (2019). Home Language, School Language, and Children's Literacy Attainments: A Systematic Review of Evidence from Low- and Middle-Income Countries. *Review of Education*, *7*(1), 91–150.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1206278&site=ehost-live

Abstract: The consensus in the field is that when the home language is different from instruction in school, children's literacy attainments could slow down. In this 26-year review of the literature on children's literacy attainments in low- to middle-income countries, 40 correlational, ethnographic, and intervention studies provide the data. We test the 'home language advantage' hypothesis, where we expect children who speak the same language at home and school to show better literacy learning. We also examine other attributes in the home language and literacy environment (HLLE). Among the multivariate studies, trends differ across countries, ages, grade levels, and child measures. Rather than a universal home language advantage, the evidence shows that home language advantage is context-sensitive. The correlational and ethnographic evidence points to a multiple risk factors model of home and school language disconnection. The ethnographic and intervention studies provide complementary evidence of both feelings of unease, disempowerment, and wish to help among family members, and increased confidence following guided support. Possible underlying mechanisms are examined through a parallel synthesis of evidence from multiple research methods on three HLLE dimensions--books-at-home, home tutoring, and adult literacy practices. The data partially corroborate findings from high-income countries (e.g., home environments impact literacy development, responsive parenting is present across families) and focus on context-specific realities. Neither low-income nor low-print environments are uniform constraints because communities differ, and some homes use available resources more efficiently than others.

Ozturk, G., & Ohi, S. (2018). Understanding Young Children's Attitudes towards Reading in Relation to Their Digital Literacy Activities at Home. *Journal of Early Childhood Research*, *16*(4), 393–406.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1198165&site=ehost-live

Abstract: The effect of digital literacy practices upon young children's learning is a contentious and growing area for research and debate. Nowadays, children encounter many different types of texts through their everyday engagement with digital technologies. The study reported here investigated the relationships between 6 and 7-year-old children's home digital literacy practices, parental views about the use of technology, and children's attitudes towards reading as perceived by the children and their parents. A total of 105 children and their parents from two primary schools in Istanbul participated in this study. Parents completed a questionnaire about their views on the use of technology, their children's digital literacy experiences, and their perceptions of their children's reading attitudes while the children engaged in individual interviews. The results from this study indicate that children's attitudes towards reading are significantly related to both the frequency of their engagement in digital literacy activities in their homes and their parents' perception of their child's attitudes to reading. The findings suggest that parents can support children's enjoyment in reading by engaging in digital and non-digital print experiences with their children.

Rolander, K. (2018). Family Literacy: A Critical Inquiry-Based Approach to English Language Acquisition. *TESOL Journal*, *9*(1), 58–75.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1170153&site=ehost-live

Abstract: In this theoretical article, the author explores the perceptions that drive the development of family literacy programs to prepare limited-English-proficiency (LEP) families for schools in the United States. Examining English language learning with regard to power dynamics within a society and culture, the article considers the spectrum of approaches to family literacy ranging from efficiency-driven deficit models to more holistic community- and family-centered models. The author argues that a critical inquiry-based approach to family literacy programs, based on Freirean principles of problem posing, can better serve LEP populations in their transitions into U.S. school systems. The article examines three inquiry-based family literacy programs through the lens of a critical problem-posing framework and ends with suggestions for program development and future research.

Swain, J. M., & Cara, O. (2019). Changing the Home Literacy Environment through Participation in Family Literacy Programmes. *Journal of Early Childhood Literacy*, *19*(4), 431–458.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1236503&site=ehost-live

Abstract: This paper presents findings from a study of family literacy provision in England and focuses on the effects of family literacy programs on the home literacy environment. The fieldwork took place between September 2013 and December 2014 and involved 27 school-based programs for pupils aged between 5 and 7 and their parents. The study used mixed methods, which involved observations of family literacy sessions, a quantitative pre- and post-survey of 118 parents, and pre- and post-telephone qualitative interviews with a sub-sample of 24 parents. Building on previous theoretical work, the study conceptualizes the home literacy environment into four areas (family resources, parental literacy behaviors and attitudes; parental beliefs and understandings; and family literacy activities and practices). The paper develops understandings of how parents translate and implement messages from family literacy into the home setting, and it shows how participation in these programs leads to changes in family literacies across all four areas identified.

Swain, J., & Cara, O. (2019). The Role of Family Literacy Classes in Demystifying School Literacies and Developing Closer Parent-School Relations. *Cambridge Journal of Education*, *49*(1), 111–131.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1204698&site=ehost-live

Abstract: This paper is based on an extensive study of family literacy provision in England, carried out between July 2013 and May 2015. It explored the impact of classes on parents' relations with the school and their children and their ability to support their literacy development. The study involved 27 school-based programs for pupils aged between five and seven and their parents. It used mixed methods, which involved surveys of 118 parents and 20 family literacy tutors, telephone interviews with a sub-sample of 28 parents, analysis of teaching plans, and class observations. Findings showed that parents wanted to learn how the school was teaching their child to read and write, and by demystifying school literacy pedagogies and processes, the programs developed greater connectivity between home and the school, and parents felt more able to support their children's literacy development at home.

Timmons, K., & Pelletier, J. (2015). Understanding the Importance of Parent Learning in a School-Based Family Literacy Programme. *Journal of Early Childhood Literacy*, *15*(4), 510–532.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1085556&site=ehost-live

Abstract: This study examined how parents' learning affected their children's support in a school-based Family Literacy Programme. Seventy-two children in junior kindergarten (4-year-olds) and senior kindergarten (5-year-olds) and their parents participated in the program; complete data were available for 52 parents. Comparisons of pre- and post-program parent surveys indicated no significant difference in how parents viewed their role in affecting their child's reading due to the program. However, parents' teaching behavior and literacy activity (library visits) with their children significantly increased due to the program. Furthermore, parents' reported level of enjoyment of literacy activities with their children increased significantly in reading, drawing, and writing. Finally, parents' goals for attending the program were aligned with what they described learning from the program. The results suggest that family literacy programs help parents gain literacy knowledge and skills that they incorporate in daily interactions with their children, particularly when program objectives

match parents' goals. The findings suggest that parents may benefit from more extended programs to provide them with additional learning strategies for engaging in literacy activities with their children.

Wilson, D. R. (2017). Family Literacy Packs: Preservice Teachers' Experiences with Family-School Connections. *Reading Improvement*, *54*(4), 150–153.
http://libezproxy.syr.edu.libezproxy2.syr.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1162454&site=ehost-live

Abstract: Programs that promote family literacy, as defined by Hannon (2003), are "programs to teach literacy that acknowledge and make use of learners' family relationships and engagement in family literacy practices." Why are such programs important for young learners? According to Livingston and Wirt (2003), children who have homes with books, and parents who read these books, show higher levels of reading skills and knowledge than children whose homes are less literacy rich. A study by the U.S. Department of Education (2001) provides further evidence that home-school connections are essential. In this study, student progress in 71 high poverty schools was tracked as these students moved from third grade through fifth grade. Students from families with strong parental outreach from schools showed a 50 percent higher growth in reading scores than students from families with low levels of parental outreach from schools. Another argument for programs that support literacy is that when children are read to frequently, they begin to develop the skills needed to read successfully (Darling, 2005; Morrow and Young, 1997; Strickland and Morrow, 1990). With this information in mind, a family literacy project was developed with two main objectives: (1) to encourage parent/child participation in literacy activities and (2) to give preservice teachers the opportunity to develop literacy activities for families to engage in together.