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Effects of Toyota Family Literacy Program on Reading Achievement of Kindergarten, First, Second, and Third Grade Students by Gender and Grade Level

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EFFECTS OF TOYOTA FAMILY LITERACY PROGRAM ON READING
ACHIEVEMENT OF KINDERGARTEN – THIRD GRADE
STUDENTS BY GENDER AND GRADE LEVEL

by

Regina Renae Stewman

Dissertation

Submitted to the Faculty of

Harding University

Cannon-Clary College of Education

In Partial Fulfillment of the Requirements for

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Doctor of Education

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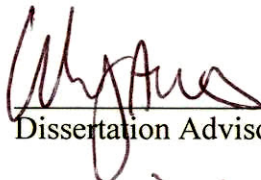
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DEDICATION

I dedicate this dissertation to my parents. Without their patience, understanding, and support, and most of all love, the completion of this work would not have been possible.

ABSTRACT

by
Regina Renae Stewman, Ed.D.
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December 2010

Title: Effects of Toyota Family Literacy Program on Reading Achievement of Kindergarten, First, Second, and Third Grade Students by Gender and Grade Level (Under the direction of Dr. Wendy Ellis)

For the last 15 years, federal legislation has required that public schools involve parents in their child's education. Yet, there has been no solid definition for parent involvement (also known as family literacy) and limited research on family literacy. This mixed study examined the influence of Toyota Family Literacy, which focuses on Hispanic immigrant families, on the literacy achievement of students in kindergarten through third grade, as well as parental efficacy in helping their child succeed in school, in three Northwest Arkansas Schools. The study examined student literacy achievement by gender and grade level using the Developmental Reading Assessment 2 (DRA2). The study also examined parental self-efficacy as measured with the Toyota Family Literacy Initial and Post Family Interview. In addition, the researcher examined predictive effects on parent perceived ability to help their child succeed in school. Data effects on student literacy achievement by gender were not significant; yet, data effects on student literacy achievement by grade level were different for kindergarten and third grade. Parental self-efficacy increase was significant, with no indicators contributing to the parental perceived

ability. The researcher suggests future studies should include longitudinal studies to follow children and families over several years, as well as studies of other ethnicities.

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CHAPTER I

INTRODUCTION

Allen (2008) noted that over the course of several decades, there has been a prevailing myth that when both elementary and secondary schools provide opportunities through school events to increase attendance of parents entering the school, there will automatically be an increase in their child's academic performance. Since the enactment of the No Child Left Behind Act (NCLB) (USDOE, 2001) and the Goals 2000: Educate America Act (USDOE, 1994), research has been conducted to evaluate the real benefits of parent involvement from society's current needs, program implementation, and student academic outcomes (Baker & Soden, 1997). These two Acts were the first major pieces of legislation to make parent involvement a national priority. With the support and collaboration of the National Parent Teacher Association (PTA), Congress initiated the Parent Act, which attempted to reinforce parent participation policies in NCLB (Grotz, 2009). NCLB included many of the parent involvement provisions of the Parent Act and defined the term parent involvement based on National PTA's standards. These standards, based on research from John Hopkins University, were developed and published in 1997. The standards confirmed that family involvement increases student success and supports development of quality parent involvement programs and helping evaluate program effectiveness.

During the same period, Baker and Soden (1997) suggested that there was very little scientific rigor in research for practice and policy to build a strong foundation for parent involvement and cited significant gaps in research, programs, and practice. They noted, “eligibility for Title I money is now contingent upon the development of school-family ‘compacts’ in which families and schools agree to assume mutual responsibility for children’s learning” (p. 2). As educators enter a new era for reauthorization of NCLB and Elementary and Secondary Education Act (ESEA), it is vital to the future of the nation’s literacy that data and results from the last decade support continued focus on parent involvement, as well as examples of successful programs from implementation and evaluation (Bouffard & Weiss, 2008; District Administration, 2007). Based on the work of Bouffard and Weiss (2008), family literacy is part of at least three pieces of federal legislation under the umbrella of NCLB: Working to Encourage Community Action and Responsibility in Education (WE CARE Act), Keeping Parents and Communities Engaged (Keeping PACE Act), and the Full Service Community Schools Act.

Statement of the Problem

The purposes of this study were four-fold. First, the purpose of this study was to determine the effects by gender of parents participating in the Toyota Family Literacy Program versus non-participating parents on reading achievement for kindergarten, first, second, and third grade students in three Northwest Arkansas schools. Second, the purpose of this study was to determine the effects by grade level of parents participating in the Toyota Family Literacy Program versus non-participating parents on reading achievement for kindergarten, first, second, and third grade students in the three

Northwest Arkansas schools. Third, the purpose of this study was to determine the differences between the pre- and post survey scores on parents' perceived ability to help their child succeed in school for parents participating in the Toyota Family Literacy Program in three Northwest Arkansas schools. Fourth, the purpose of this study was to determine the predictive effects of preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, and parent's educational status on parent's perceived ability to help their child succeed in school for parents participating in the Toyota Family Literacy Program in three Northwest Arkansas schools.

Background

Research concerning the correlation between family literacy and student achievement is limited. Yet, work through Harvard has begun to investigate longitudinal associations between a family's educational involvement and the academic development of low-income children in elementary school (Dearing, Kreider, Simpkins, & Weiss, 2007). After examining 300 low-income families, Dearing et al. found that increase in family involvement in the form of attending one or more school activities per year was associated with improvement in their child's literacy achievement. The studies also found that increased family involvement in a child's school had larger implications for the literacy development of the child than did the family's income, ethnicity, or the mother's level of education.

Similar results regarding family literacy were found in New Zealand as well as across the United States, especially concerning the increasing number of children and families living in poverty (Darling, 2004). Darling suggests the move from family

involvement to family literacy encompasses the necessary components to help parents and children navigate between the two very different worlds of the home and the school. Therefore, many schools have implemented Parent Education, Adult English as a Second Language, Children's Education, and Parent and Child Together Time, which are the four components of the National Center for Family Literacy (NCFL) as researched by Darling. According to the City of Manukau Educational Trust (2002), New Zealand, the educators, and city leaders completely changed their previous guidelines including their terminology, bureaucracy changes, and the basic way of working. The New Zealand educators chose the four components of family literacy because of the influence and programs of NCFL in the United States (City of Manukau, 2002; Darling, 2004).

Chrispeels and Rivero (2000) have found established assumptions that schools with large minority populations, especially Latino, will not have successful family literacy programs. Based on cultural experiences initiated in Mexico, they found that the parents' role in their child's education limited the types, levels, and opportunities for parents to participate in their child's education. According to Chrispeels and Rivero, the lack of opportunities was due to misinterpretation of a school's invitation to parents to participate, whether in programs or academic activities. This study reveals that these opportunities are not permanent but can be changed by information provided to the families by a school staff, and parents then respond based on new ways to construct their roles in the school environment. Based on pre-post test survey data, interviews, and observations collected during this study, parents noted a shift in their disciplining methods, provided increased support for their child's self-esteem, reported more parent-

initiated contact within the school, and supplied an increased number of literacy activities at home.

Henderson and Mapp (2002) have compiled an annual synthesis, associated with the National Center for Family and Community Connections with Schools, with over 50 studies of parent and family involvement and its impact on student achievement. Overwhelmingly, “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and throughout life” (p. 7). Throughout their synthesis, Henderson and Mapp give actions and strategies that can be used for success in family literacy in multiple community settings with varied needs. In addition, Moore and Lasky (2001) found that the partnership form of family literacy is the most effective because parents learn strategies, gain support systems, and increase their community participation. One other successful program examined was Fast Start (FS), which is used to engage families at home with early literacy interventions. FS is a simple home reading program for primary grade students designed to provide for early success in reading, which involves a 10-to-15 minute lesson each day (Padak & Rasinski, 2006). Two components from the compiled research of Henderson and Mapp are similar to the NCFL (2009b). One is the child’s education, specifically language and literacy development. The other is teaching the parent and child together, which is a regularly scheduled time for parents and their child to join each other in the learning process.

Even when given the opportunity, many parents find it difficult to be involved because they lack the resources that allow them to be involved. These barriers include language, economics, and cultural backgrounds (Ramirez & Soto-Hinman, 2009; Senechal, 2006; Sobel & Kugler, 2007). After evaluating their family and community

needs, some schools specifically plan their family literacy components to break down economic and language barriers. Teachers in Massachusetts visited families in their homes to teach strategies as well as experience and capitalize on current family strengths originating from their Latino heritage (Colombo, 2006). Yet, even with home visits, language is a significant barrier for many immigrant families (Waldbart, Meyers, & Meyers, 2006). Ramirez and Soto-Hinman (2009) noted that this particular barrier could be diminished with bilingual hotlines, website translations, and multilingual staff. Teachers need to be provided professional development to prepare them to understand the cultural norms of the families they serve in order to build long-lasting, positive relationships with respect and appreciation (Risko & Walker-Dalhouse, 2009).

Traditionally, variables such as parents' level of education have been considered predictors of children's performance in reading, mathematics, and general knowledge (Davis-Kean, 2005; Smrekar & Walker, 2009; Denton, Germino-Hausken, & West, 2000). More specifically, kindergarten students scoring higher in reading, mathematics, and general knowledge have mothers with higher levels of education (Denton et al., 2000). With increased levels of education, parents may have more access to resources such as income, energy, contacts in the community that permit them to be involved in their child's education. In addition, parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn, leading parents to create a stimulating home environment and providing academic type interaction with their children (i.e. homework help, visits to museums, assistance with school projects) (Davis – Kean, 2005; Smrekar & Walker, 2009).

Parental self-efficacy beliefs appreciably predicted children's academic performance. The relationships between levels of parent education, children's academic abilities, and participation in an education program are related to parental self-efficacy (Smrekar & Walker, 2009). As a result, parental self-efficacy views considerably predicted their child's academic abilities. Smrekar and Walker found several factors that are more predictive of children's school success than status variables such as parental level of education and socioeconomic status. Those factors are the parents' educational expectations, level of parental involvement, and teacher invitations for parental involvement. Morrison (2009) found significant differences between groups based on the parental efficacy, parent involvement of home-learning activities, and student achievement in reading comprehension. These are significant findings because educators and researchers cannot affect the status of students' families. However, educators and researchers may improve students' educational outcomes by persuading factors that may increase student academic achievement (i.e. educational expectations, teacher invitations for parent involvement) (Dearing, Kreider, Simpkins, & Weiss, 2007; Smrekar & Walker, 2009).

Research Hypotheses

The brief review of the literature suggested that family literacy, previously referred to as parent involvement, enhanced student achievement (Darling, 2004). Therefore, the researcher generated the following hypotheses. First, no significant differences will exist by gender for students whose parents participate in Toyota Family Literacy Program versus non-participating parents on the reading achievement for kindergarten, first, second, and third graders in three Northwest Arkansas Schools.

Second, no significant differences will exist by grade level for students whose parents participate in Toyota Family Literacy Program versus non-participating parents on the reading achievement for kindergarten, first, second, and third grade students in three Northwest Arkansas Schools. Third, no significant difference will exist between the means for the parents' pre-survey and post-survey results on the parent's perceived ability to help their child succeed in school. Fourth, no significant predictive effects will exist between preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, parent's educational status in predicting parents' perceived ability to help their child succeed in school for parents participating in the Toyota Family Literacy Program in three Northwest Arkansas schools.

Description of Terms

Adult Education. Darling (2004) defined adult education as adult literacy that focuses on helping parents pursue their goals, whether career or educational.

Children's Education. Darling (2004) defined children's education as education that focuses on the whole child with an emphasis on language and literacy development.

Family Literacy. Family literacy has been defined as engaging families in their child's education through four components: adult education, early childhood education, parent and child together, and parent education (Askov, 2002; City of Manukau, 2002; Cook-Cottone, 2004; Darling, 2004; NCFL, 2009).

National Center for Family Literacy. The NCFL, a non-profit organization created by Darling, works with communities, families, and schools to provide literacy services to families (Darling, 2004; NCFL, 2009a).

Parental Self-Efficacy. Parental belief in their ability to help their children learn is the basis for parental self-efficacy (Smrekar & Walker, 2009).

Parent and Child Together. Darling (2004) defined parent and child together as a regularly scheduled time for parents to join their child in the classroom to learn side-by-side and observe the certified teachers modeling best literacy practices that can be transferred to the home environment support system.

Parent Time. Darling (2004) defined parent time as sessions involving activities and information where parents learn more about their child's social, emotional, and cognitive growth. They also learn parenting skills through building relationships with other families in the program.

Toyota Family Literacy Program. Darling (2004) defined the TFLP as a family literacy program implemented in schools serving an at-risk population of Hispanic and other immigrant families, based on the family literacy model of parents and children learning together.

Significance

Darling (2004) stresses that family literacy, as opposed to parent involvement, does more than get the parent in the school doors to watch a program. Darling's emphasis for family literacy is based on the premise that parents are the child's first and most important teachers. However, due to the low-level literacy skills of some parents, many are unemployed and living in poverty. With 41% of the nation's children under the age of 18 living in poverty (National Center for Children, 2009), the country has an economic issue that can often be the beginning for malnutrition, abuse or neglect, inadequate housing, and insufficient support systems. Darling believes, therefore, that it is vital to

the future of the nation for educators to invest in families by changing the literacy skills of families to allow parents to fulfill the supportive roles as parents and to prepare them for the workplace. Darling has created and researched family literacy to meet the needs of at-risk families, bringing parents and children together to learn.

The data from the NCFL (2009b) supports the idea of parents getting involved in their child's school and education, but there needs to be more research around this topic. The NCFL is currently working toward this goal. Data collected include reference survey data, discipline records, attendance, and interviews. Although that is all valuable information, research that is more substantial needs to be conducted in order to evaluate family literacy programs and their eventual effect on student achievement. The ultimate goal is to break the cycle of poverty, which includes increasing the literacy level of the parents and in turn will give parents the ability to support their child's literacy growth—a primary predictor of academic success (Darling, 2004). In addition, when families get involved during the school day literacy program, the younger pre-school siblings can be a captive audience for early literacy if the program is structured to provide this as well (Henderson & Mapp, 2002).

With the nation's Hispanic population currently at 16% (U.S. Census, 2008) and 62% of those Hispanic children currently living in poverty (Darling, 2004; National Center for Children, 2009), it is imperative that schools provide family literacy for these families. The TFLP, created in 2003 and part of the NCFL, addresses the educational needs of Hispanic and other immigrant families. TFLP increases the English language and literacy skills for Hispanic adults in addition to supporting their impact in their children's education. As of spring 2009, TFLP is occurring in 25 communities and 75

elementary schools across the United States. Springdale, Arkansas is one of the 75 communities, being the only community in the state of Arkansas.

Since the 1970s, educators have found themselves reacting to legislation instead of being the initiators of education policy (Conley, 2003). Even though parent involvement is mandated through NCLB (USDOE, 2001), the requirement is to use programs that are research-based. As NCFE (2009b) collects data from experimental research as well as the life-changing stories evolving from family literacy, lessons learned need to reach legislation levels to ensure adequate and proper funding for the best-researched models as NCLB (2001) is reauthorized.

Darling (2004) maintains that whether educators call it parent involvement or family literacy, it is imperative that educators engage parents and families in their child's education. Upon doing so, Darling notes that educators must include components to train parents to be their child's first teacher; educate parents on children's social, emotional, and academic growth; support parents in their literacy attainment; and share with parents about what the children are currently learning and will be learning over the course of the year. The job for educators is to educate all children to the highest academic level. Darling's research shows that including the parents is a key component. Then, educators need to be advocates and speak to legislators, share the stories, and implement programs. Future research should focus on specific increases in academic achievement for children whose families are involved in true family literacy programs with the following components: Adult English as a Second Language, Parent Education, Parent and Child Together, and the Child's Education.

Process to Accomplish

Design

This causal-comparative study utilized kindergarten through third grade students in three urban elementary schools in Northwest Arkansas. A causal-comparative design was used because the Toyota program was already established in the schools and therefore not manipulated. The independent variables for the first statement of the problem were the participation status (participating versus not participating) of parents in the TFLP and their child's gender (male versus female) for kindergarten, first, second, and third grade students. The dependent variable for statement one was the measured reading achievement. The independent variable for the second statement of the problem was the participation status (participating versus not participating) of parents in the TFLP, and the dependent variable was the reading achievement for each of the four grade levels of the students, kindergarten, first, second, and third, respectively. The intervention for the third statement of the problem was the parent participation in the Toyota program. The pre- and post survey results on parent's perceived ability to help their child succeed in school served as the measured variable. The predictor variables for the fourth statement of the problem were preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, and parent's educational status. The criterion variable was parents' perceived ability to help their child succeed in school for parents participating in the TFLP in three Northwest Arkansas schools.

Sample

The three schools were chosen based on their similar student demographics of grade configuration, ethnicity, and availability of the TFLP. Classes consisted of approximately 20 to 25 students each. Of the student participants in the schools, approximately 50% were female and 50% were male. Approximately 62% were Hispanic, 8% were Asian, and 28% were Caucasian. Between 20 to 25 students from each school, 134 total in kindergarten through third grade, were identified to take part in the study. Approximately 22 of the students in each school who were participating in the TFLP were matched to another 22 students in the same school who were not participating in the program. They were matched by similar achievement levels in reading prior to their parents' participation in the TFLP. Students with participating families were Hispanic, with 37 TFLP participating girls and 30 participating boys. Of the non-participating students, 37 were girls and 30 were boys. In the fall of 2009, the students were matched. Toyota matches are made based on several criteria: ELL Level, grade level, gender, and classroom teacher. First, the ELL level and grade level of the child was examined. A match has the same ELL level, grade level, gender, and teacher.

Instrumentation

Two instruments were utilized in this study. First, the instrument used for the first two hypotheses was the Developmental Reading Assessment 2 (DRA2). At the beginning and end of the year, students were evaluated in reading achievement. Teachers administered the DRA2 for students in kindergarten through third grade to measure reading achievement (Beaver & Carter, 2003). The DRA2 is a set of individually administered criterion-referenced reading assessments for students in kindergarten

through eighth grade. The DRA2 is administered, scored, and interpreted by classroom teachers. The test is intended to identify students' independent reading level and is determines whether students meet specific criteria in terms of accuracy, fluency, and comprehension. The DRA2 was found to have a high test-retest reliability for fluency and comprehension, correlation coefficients between the two administrations ranging from 0.93 – 0.99. In addition, the DRA2 demonstrates moderate to high internal consistency reliability and inter-rater reliability. Data show that the subtests of DRA measure oral reading fluency and comprehension level, the unique dimensions of reading (Pearson, 2009).

A second instrument was used for the third and fourth hypotheses. The instrument was administered to the parents participating in the Toyota program in the form of a pre-post survey provided through the NCFL. The survey is a 14-page document that collects information on the participating families in several areas: contact information, demographic information, child information, goals of parent and family upon entering the program, parent-child interaction as relate to literacy, and parental self-efficacy and role construction. The pre-survey was administered within the first two weeks of parent enrollment in the program. Data forms were completed at the school site with the assistance of a bilingual staff person. Participating parents complete the post-survey upon exiting the program at any time of the year. It is administered to all parents enrolled at the conclusion of the year. For the purposes of this study, section “Parents feel differently about their ability to help their child succeed in school” will be examined to determine the extent of change in parents' perceived ability to help their child succeed in school from the pre- to the post survey. The 14 statements were answered with a Likert Scale

from disagree very strongly (1) to agree very strongly (6). The statements range from “I feel welcome at school” to “I don’t know how to help my child learn.” A numerical value was assigned to each response, and the response values were totaled to provide a total score. Some of the responses were reverse-scored based on whether they were written in a positive manner or negative manner.

Data Analysis

To address the first hypothesis, a 2 x 2 factorial analysis of variance (ANOVA) was conducted using program participation and gender as the independent variables and reading achievement measured by DRA2 scores as the dependent variable. A second hypothesis was examined by a 2 x 4 factorial ANOVA using program participation and grade level as the independent variables and reading achievement measured by the DRA scores as the dependent variable. A third hypothesis was examined by a paired samples *t* test using the parents participating in the Toyota program as the group and the pre- and post survey results as the measured variable to detect changes in the respondents’ perceived ability to help their child succeed in school. To address the final hypothesis, a stepwise multiple regression was conducted. To test the null hypotheses, the researcher used a two-tailed test with a .05 level of significance.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher sought to examine the literature related to the history of family literacy and its influence on reading and literacy. Research was examined relating to children's literacy achievement concerning ethnicity issues and the White House Initiative on Educational Excellence for Hispanic Americans (2009) and concerning gender matters. The connection between family literacy programs and parental involvement in children's literacy was also explored. Further, the researcher reviewed future implications of the family literacy movement.

History of Family Literacy

Historically, the family unit has been the initial source for learning (Brown, 1998; Morrow, 1995a). Children were taught in the home by their parents or other significant family members. Brown (1998) noted that even after formal schooling outside of the home commenced, children learned about values, culture, and skills such as sewing, farming, and cooking in the home. A variety of studies occurred in the areas of reading and literacy in the 1960s and 1970s, which brought attention to factors that influenced children's literacy. The studies looked at home and school environments, as well as the role of parents' literacy in shaping the home environment leading to children having increased literacy achievement (Gadsen, 2007). Additionally, the research from the 1960s and 1970s identified many associations among family, school, and home environments

that became more explicit regarding literacy functions for children and adults through the work of Taylor (1983). Research occurring in the 1980s began to identify cultural and social factors influencing children's literacy growth and parent involvement. This began the focus and implementation of family literacy programs (Strickland, 1979; Strickland & Morrow, 1989). More recently, educators, legislators, and researchers have begun to look for ways to renew the family unit's influence on learning in order to increase literacy achievement for both adults and children in the home (Morrow, 1995a).

The increasing interest by researchers in the role of parents and families in reading and school achievement has led to the creation of family literacy efforts and programs (Gadsen, 2007). Darling's (2004) work in Kentucky's Parent and Child Education Program is an example of one of the foremost family literacy efforts. Darling established the NCFL in 1989, which helped to increase the discussion of goals and implementation for family literacy nationally. Family Literacy is based on the foundation that parents are the child's first and most important teacher, having a significant impact on the literacy and language development of their child. The resulting goal of NCFL is to break the intergenerational cycle of poverty that occurs as each generation passes down low literacy skills. NCFL comprises a comprehensive system of four components addressing adult literacy, parenting skills, children's education, and interactive literacy experiences in the classroom between parents and children. Additionally, the impetus and visibility of NCFL in 1989 contributed to the combination of family literacy into federal initiatives in education and social services, such as Even Start and Head Start, respectively (Darling, 2004; Gadsen, 2007). Head Start is an all-inclusive child development program that serves pre-school children and their families with a common

goal to increase the school readiness for children in socio-economically challenged families. The program includes education; child development; medical, dental, and nutrition education; and parent involvement. Even Start also serves disadvantaged families; yet, its goal is to increase educational opportunities and success for both parents and children through grants supporting local family literacy programs (United States Department of Health and Human Services, n.d.). Within the next decade after the beginning of NCFL, the Reading Excellence Act of 1998 combined many definitions of family literacy into one description, calling it “family literacy services.” These services focused on integration of literacy activities between parents and their children, training for parents about how to be their children’s first teacher, parent education leading to economic independence, and an effective educational experience for the children (Gadsen, 2007). Simultaneously, several publications also began to address the benefit of parents in their children’s literacy development. For example, reading aloud to children as a primary factor in preparation for literacy achievement received attention in *Becoming a Nation of Readers* (Anderson, Hiebert, Scott, & Wilkinson, 1985; Gadsen, 2007). In addition, *A Nation at Risk* (Gadsen, 2007; Goldberg & James, 1983) spotlighted the existence of children's reduced literacy performance, especially in poor, vulnerable, and secluded communities. Another publication, *Family Literacy: Young Children Learning to Read and Write* (1983), provided current research concluding that literacy development occurs most effectively through relationships that are meaningful to the child, making literacy significant in the life of the parents before it can be significant in the life of the children (Morrow, Tracey, & Maxwell, 1995).

Since the enactment of the NCLB (National Commission on USDOE, 2001; USDOE, 2001) and the Goals 2000: Educate America Act (Baker & Soden, 1997; USDOE, 1994), research has been conducted to evaluate the real benefits of parental involvement from society's current needs, program implementation, and student academic outcomes (Baker & Soden, 1997; Epstein, 1996). These two Acts were the first major pieces of legislation to make parental involvement a national priority. For example, Goals 2000 (USDOE, 1994) provided funding for parent information and resource centers in each state that provided parents knowledge about how to be more involved in their children's education, helping to strengthen relationships with educational staff. NCLB provided funds to support schools' implementation of effective parent involvement activities to increase student academic achievement (USDOE, 2001). With the support and collaboration of the National Parent Teacher Association (PTA), Congress initiated the Parent Act, which attempted to reinforce parent participation policies in NCLB (Grotz, 2009). NCLB included many of the parental involvement provisions of the Parent Act and defined the term parent involvement based on National PTA's standards. These standards were developed and published in 1997. Grotz (2009) noted that they based these standards on research from Johns Hopkins University and affirmed that parent and family involvement increases student success, guides the development of quality parent involvement programs, and helps evaluate program effectiveness.

During the same period, Baker and Soden (1997) suggested that there was very little scientific rigor involved or consensus about what constitutes best practice in research for policy and practice in building a strong foundation for parent involvement.

The inconsistencies included a lack of agreement on definition, goals, literacy activities, and outcomes of parent involvement programs. Baker and Soden examined 211 papers, including opinion papers, program descriptions, and studies, regarding parent involvement. During their examination, they found concerns with the literature due to the use of non-experimental designs; a lack of a common definition for an operational parent involvement program; a dependence on non-objective measures like a subject's personal report; and a lack of isolation of specific parent involvement effects such as single parent, two parents, parent and other caregivers. Therefore, they cited significant gaps in research, programs, and practice on effective parent involvement. One example was a pre-experimental study conducted by Armor et al. in 1976. Baker and Soden reported that the authors found a relationship between student reading achievement and the frequency of parent visits to the classroom, which showed that classrooms with a higher frequency of visits had students scoring higher on average in reading achievement than students in non-involved classrooms. Yet, Baker and Soden identified other explanations of students' increased achievement including that the teachers might be more experienced and competent in other areas besides parental engagement; the teachers' difference in teaching styles that might account for increased reading achievement; or parents' involvement might have increased student-reading achievement. Baker and Soden noted, "eligibility for Title I money is now contingent upon the development of school-family 'compacts' in which families and schools agree to assume mutual responsibility for children's learning" (p. 2). Mattingley, Prislun, McKenzie, Rodriguez, and Kayzar (2002) found similar results about the lack of scientific rigor and consensus in parent involvement research. After an analysis of 41 studies regarding links between parent

involvement and student achievement, they found only four studies using a rigorous research design with most focusing on changing parent behavior and not school or teacher behavior.

As educators enter a new era for reauthorization of NCLB and Elementary and Secondary Education Act (ESEA), it is vital to the future of the nation's literacy that data and results from the last decade support continued focus on parent involvement and family literacy, as well as examples of successful programs from implementation and evaluation (Bouffard & Weiss, 2008; District Administration, 2007). Bouffard and Weiss (2008) found that family literacy is currently a part of at least three pieces of federal legislation under the umbrella of NCLB: Working to Encourage Community Action and Responsibility in Education (WE CARE Act), Keeping Parents and Communities Engaged (Keeping PACE Act), and the Full Service Community Schools Act. Yet, schools and policymakers' investments in increasing and strengthening parent involvement have been inconsistent and minimal. In addition, traditional forms of parent involvement (i.e. classroom volunteer, fieldtrip chaperone) exist, in spite of research and practice to demonstrate that parent and family involvement is most effective and genuine when tied to adult and student learning. Bouffard and Weiss suggest that more needs to be done to understand what family literacy is, how to promote it, and how to properly evaluate and analyze its benefits.

Children's Literacy Achievement

Literacy Achievement by Ethnicity

According to the White House Initiative on Educational Excellence for Hispanic Americans (2009), Hispanic children in the U.S. fell behind Caucasian preschoolers in

academic skills such as identifying colors, recognizing alphabet letters, counting to 50, and printing their names in 1993. Then, in 2000, the report noted that data from the National Assessment of Educational Progress (NAEP) indicated that in the fourth, eighth and twelfth grades, Hispanic students did not perform as well as Caucasian students. Although 27% of Caucasian students performed below the basic ability level in reading achievement, even more Hispanic students (58%) did not meet the academic standard. In 2002, the NAEP results showed little change in literacy achievement with 56% of Hispanic fourth graders scoring at or below the “basic” level in comparison to 25% of Caucasian students (Chambers, Slavin, Madden, Cheung, & Gifford, 2005; Grigg, Daane, Jin, & Campbell, 2003). Because the number of Hispanic children in the U.S. is growing rapidly, finding answers to what helps children achieve in literacy, even when they are faced with learning a new language and other challenges such as poverty, is critical. The Bureau of the Census expects that Hispanic children (age 5-18) will number 16 million by 2030, which will represent 25% of the student population, making this America’s largest minority group (Chambers et al., 2005; Van Hook & Fix, 2000). Depending where these children attend school, programs vary on educational strategy. Some states provide bilingual education programs; other schools educate Hispanic students in both languages with the amount of each language spoken varying; and others states and schools educate only in English (White House Initiative on Educational Excellence for Hispanic Americans, 2009).

The USDOE’s National Center for Education Statistics (NCES) sponsored the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) (Denton & West, 2002). A nationally representative sample of kindergarten students were

chosen in the fall of 1998. The sample included 20,000 children and parents, as well as 8,000 kindergarten and first grade teachers. The study was to follow the children through the spring of their fifth grade year collecting information from the children, their families, their teachers, and their schools. Much of the data was collected through a computer-assisted personal interview administered one-on-one with each child with a focus on two cognitive areas: reading and math. For those students with English as a Second Language, a proficiency screener, called the Oral Language Development Scale (OLDS), was administered. Additional data were collected from parent interviews, which focused on the child's family demographics and teacher questionnaires focusing on the child's social skills.

According to Denton and West (2002), the first two reports, *America's Kindergarteners* and *The Kindergarten Year*, focused mainly on the understanding of children's achievement across the kindergarten school year. These first two reports also looked at children's school performance in math and reading prior to and up through the spring of their first grade year. The third report, *Children's Reading and Mathematics Achievement in Kindergarten and First Grade*, focused on the status of children's math knowledge and reading skills in the spring of their kindergarten and spring of their first grade year. In all three reports, differences in academic success were found by children's ethnicity. Caucasian and Asian children were more likely than Black or Hispanic children to recognize sight words and understand words in context by the spring of their first grade year. This was significant in regard to reading success because children who can recognize letters of the alphabet exhibit higher reading skills and knowledge than similar age peers. Included in the third report (Rathbun & West, 2004), which focused on

academic results in the spring of the first grade year, Hispanic students' scores moved in an upward trend toward the national mean. When Hispanic children first entered in kindergarten, they achieved significantly lower than the national reading average. By first grade, they scored the same as the national average. Yet, Rathburn and West (2004) reported that the Hispanic children who were included in the reports' scores were children who were assessed in English, suggesting that they demonstrated greater language proficiency than other Hispanic students.

In the fourth report in the ECLS-K series, entitled *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (Rathbun & West, 2004), the authors brought to light children's gains in reading and math over the course of four years when most children are exiting third grade. The findings were consistent with patterns identified in the earlier three ECLS-K reports. For example, the knowledge and skills that the children demonstrated at the end of the third grade year continued to be influenced by the students' ethnicity. Achievement gaps that existed upon the students' entrance to school still existed and increased from kindergarten and third grade. The findings showed that children overall gained an average of 81 points in reading from kindergarten to third grade, with black children making smaller gains than White and Hispanic students. Hispanic children were behind White and Asian/Pacific Islander students in regard to being proficient in comprehension and making interpretations beyond the text. Overall, black students had lower performance in math and reading than their White, Hispanic, and Asian/Pacific Islanders peers did, even after controlling for gender and family risk factors.

Literacy Achievement by Gender

According to the Condition of Education (2007), a report by the National Center for Education Statistics, the average scale score of boys was lower than girls on the NAEP: 5 points in fourth grade, 10 points in eighth grade, and 13 points in twelfth grade, showing the longer boys remain in school the further they fall behind (Tyre, 2008). Kleinfeld (2006), also citing NAEP data, suggested that boys from all ethnicities and socioeconomic populations were performing below girls in their reading abilities. In addition, the average boy was a year and a half behind the average girl in both reading and writing achievement (Gurian, 2001). Similarly, the report by ECLS-K found that by the spring of first grade, girls were more likely to be reading, as opposed to their male peers (Denton & West, 2002). By the end of third grade, the ECLS-K report found that reading achievement did not differ significantly by sex. Yet, girls were more prepared to demonstrate more advanced reading skills than their male counterparts, which included making literal inferences and deriving meaning from text (Rathbun & West, 2004).

Kleinfeld (2006), Director of Boys Project, proposed that girls come to school more prepared than boys to learn because they tend to do their homework consistently and bring the necessary supplies to school. Girls do better in school because they develop the verbal skills so much more easily (Gurian, 2001; Kleinfeld, 2006). In contrast, boys have difficulty sitting for long periods of time and listening to long strings of verbal instruction and direction, causing boys to make up 80% of most identified discipline problems in schools (Gurian, 2001; Kleinfeld, 2009). Another identified statistic is that, overwhelmingly, boys are identified at much higher rates for special education including learning disabilities, mental retardation, and emotional disturbance (Gurian & Stevens,

2005; Kleinfeld, 2009). In addition, boys are prescribed medications for attention related programs at a rate of two times that for girls, with that percentage growing for boys at a high rate of 48% from 2000 to 2005 (Tyre, 2008).

Tyre (2008) acknowledges that a significant curriculum change occurs in fourth and fifth grade that requires a focus on reading to learn as opposed to learning to read. In other words, students must not only read sentences but must also comprehend sentences and paragraphs with higher academic vocabulary. Boys seem to fair worse in this curriculum demand. In 2006, Scholastic, a children's book publisher, commissioned Yankelovitch, a polling firm, to study the attitudes of nine-year-old boys and girls. The findings confirmed that girls, more than boys, are readers, with a 57 to 49% comparison. Yet, in a report from data collected by the U. S. Census Bureau between 1992 to 2002, the National Endowment for Arts issued a report citing that boys and girls from all ethnic, income, and educational levels were reading materials of all genres less (Kleinfeld, 2006; Tyre, 2008). Boys and girls also favor different types of reading materials with boys preferring informational text such as magazines, comic books, and newspapers (Kleinfeld, 2009).

Other researchers (Mead, 2006; White, 2007) suggested that there is not a significant gap or concern for male students performing at a lower level than girls do. White (2007) and Mead (2007) say that boys in the United States are actually scoring higher than in past years, but girls have just improved their performance in reading achievement faster, closing gaps in reading achievement where boys have succeeded in previous years. Citing NAEP results, Mead reports that reading achievement for fourth grade boys has gone up since 1992. Kleinfeld (2009) would agree that boys and girls both

have issues. Yet, she argued that the current state of the academic achievement of boys is extremely neglected.

Family Literacy Programs

Barbara Bush Foundation for Family Literacy (2009), founded in 1989 by the former First Lady, Barbara Bush, has a mission to

. . . establish literacy as a value in every family in America, by helping every family the nation understand that the home is the child's first school, that the parent is the child's first teacher, and that reading is the child's first subject; and to break the intergenerational cycle of illiteracy, by supporting the development of family literacy programs where parents and children can learn and read together.

(para. 1)

The foundation awards grants in all 50 states to non-profit organizations in order to create and expand family literacy programs. The Bush Foundation for Family Literacy also provides publications for parents and other literacy providers to encourage and support family literacy. The most recent publication was announced on January 14, 2010 called *Celebrating Family Literacy for 20 Years: Selected Case Studies 1989-2009*, which highlighted nine effective family literacy programs and commemorated the 20th year anniversary of the Bush Literacy Organization. Another publication was entitled *Barbara Bush's Family Reading Tip*, which provides tips to families about reading aloud to their children. Based on standardized instruments, parent and teacher observation, and portfolio assessment from the family literacy programs, data supported through the Bush Literacy Foundation have shown that adults benefit from family literacy, as well as the children. Adults have been able to return to school, earn a better living, and improve

parenting skills. As the parents' skills increase, so does the likelihood that all children in the home will succeed in school.

Darling founded the NCFL in Louisville, Kentucky, which was also created in 1989 (NCFL, 2009a). The purpose of the NCFL was to build a more literate nation by assisting families as they learn together with a strong focus on community engagement and relationships. NCFL formed a partnership with Toyota in 1991, forming one of the most progressive non-profit and corporate partnerships in the United States. Yet, the TFLP was not established until 2003. To address the growing educational needs of the Hispanic community, TFLP's goal was to improve the lives of immigrant families by increasing the English language proficiency and literacy of the adults, and simultaneously, supporting their engagement in their children's education. Through the TFLP, NCFL developed a thorough system that stresses four key components to family literacy including adult literacy, effective parenting skills, children's education, and interactive literacy experiences to occur between parents and children (Darling, 2004). This program influences the family unit, not just individual family members (Darling, 2004; Popp, 1992). By providing services like Adult ESL classes to learn English, classes on child development, and skill lessons on how to support their children's education, adults are prepared for the workplace, and they are aided in fulfilling their vital roles as parents. Family literacy programs also prepare children for academic success in school. By giving families necessary tools to create better lives for themselves, Darling (2004) asserted that the family literacy programs are investing in not only individuals, but also families and America's future. Currently, TFLP is active in 25 communities and 75 elementary schools in the United States (NCFL, 2009b).

The literacy programs can be life changing for the adults, children, and families involved. Yet, there are limitations to some parents' ability to be involved. For some, these limitations include transportation and language barriers, two of many barriers to family literacy programs. Many families depend on one automobile, which is usually used by the employed family member. In addition, many families do not have access or finances for public transportation. Some families, even if they are able to arrive at the school, find that schools have a lack of interpreters to provide accurate communication. This leads some parents to feel unwelcome, exacerbating the lack of parental involvement (Scribner, Young, & Pedroza, 1999).

Studies have examined various types of parent involvement, as well as their effect on student achievement (Gonzalez & Chrispeels, 2004). Building upon research examining what factors and variables influence parent involvement, Gonzalez and Chrispeels (2004) studied factors that influence Latino parent involvement in both elementary and secondary schools. With a sample of 1,156 parents from 20 schools in California (elementary and secondary), they conducted a survey both before and after parents participated in a 9-week educational program in the winter of 2002. Each survey included 31 items with the purpose of assessing seven areas related to parent involvement. These areas included home learning activities like reading to a child; parenting practices; home-school connections and communication; parents' knowledge; sense of parental self efficacy involving parents' beliefs that they can support their child in school; parental role construction involving parents' beliefs that they should be involved in their child's education; and college expectations. The study found a significant difference in parent knowledge, practices, and beliefs after the completion of

the 9-week parent education program at both elementary and secondary settings. After participation in the program, parents' knowledge and self-efficacy about how to help their children and how school systems work were the strongest predictors of Latino parent involvement with their children's school at both elementary and secondary schools. Gonzalez and Chrispeels concluded that a parent education program could have a positive, significant effect on parent motivation by increasing parent knowledge with practices of how to be involved.

However, some oppose the family literacy approach created by Darling (2004) and NCFL (2009a). Those in opposition believe that the role of family literacy needs to be more of a participatory one with the educators examining how to create programs from information provided by the program participants (Wright, n.d.). Auerbach (1995) and Taylor (1983) are two of those who do not approve of the NCFL's model, which they call a deficit model, because it is based on what the low socioeconomic students and their families lack as compared to what educator's accept as middle class standards. Wright (n.d.) quotes Morrow and states:

We must learn about the literacy that occurs in homes of families from diverse cultural backgrounds and how these parents or other caregivers and children share literacy on a daily basis. We need to explore how such events can serve school learning. Rather than approaching parents who speak languages other than English ...from a deficit point of view, we need to identify and build first on the strengths they possess from their cultural backgrounds. (para. 7)

Therefore, Morrow (1995b) suggested that educators ask the parent participants what the program curriculum should include. By assuming that there are substantial

inadequacies in the homes of immigrant families, Auerbach (1995) argued that these programs “ultimately may drive away the very people [they are] designed to help, because [they focus] on their inadequacies and [prescribe] solutions for them” (p. 65). In agreement, Taylor (1983) added that to avoid this focus, it is sometimes better not to alter home practices too greatly between parents and children, which can sometimes cause disruption to a family’s balance doing more harm than good.

Parental Influence on Children’s Literacy Achievement

Several status variables have been studied for potential influence on children’s literacy achievement in the public schools, which include parents’ level of education, parents’ occupation, family’s income, ethnicity, or number of books in the home (Popp, 1992). Results have shown that the parents’ level of education does not directly influence the children’s literacy achievement. Instead, the practices the parents engage in with their children are positively associated with the children’s success. Popp indicated that those parents know more about the functions of school, know how to assist with their children’s homework, provide learning experiences at home, and attend Parent Teacher Association (PTA) meetings and Parent Teacher Conferences more frequently. Therefore, some have concluded that the parents’ knowledge and involvement in school influence children’s literacy growth (Baker & Stevenson, 1987; Epstein, 1987; Popp, 1992). The work of Baker and Stevenson (1987) supports two other factors along this line. They asserted that the degree of parent involvement in school is related to the mother’s educational level, and the involvement of parents is higher when the children are younger. Popp (1992) agreed that parents (mothers) with higher educational levels are linked to parent involvement in school and children’s literacy development.

Based on the work of Iverson and Walberg (1982), the occupation and socioeconomic status of the parents and/or the family are indicative of the association between families and literacy development. Yet, Iverson and Walberg, along with Popp (1992) pointed out that they are not the variables that directly influence literacy development of the children. Instead, parents with occupations and higher incomes tend to be more educated. Higher educated parents, who usually have higher status jobs, are more likely to have the knowledge and skills to do the things that encourage and support children's literacy development. For example, families can have a significant number of books in the home, but the presence of literacy practices like reading at bedtime influences children's literacy achievement (Mason & Allen, 1986). Therefore, a program that is created to enhance literacy practices in the home cannot provide books for the home without first providing the families with skills and practices that will actually increase literacy activities such as how to read a book aloud to a child. Other identified practices found in homes of young children who have high reading achievement are reading as a normal routine, with parents choosing to read for enjoyment, as well as reading to their children (Popp, 1992).

In essence, parental practices explain the influence on children's literacy achievement and development and not the parents' socioeconomic and educational status (Bloom, 1986). Therefore, these findings have direct implications for implementation and design of family literacy programs. In order for family literacy programs to be effective, Bloom noticed that educators must train parents in the home literacy practices that have been shown to influence children's development of literacy and academic achievement. For example, family literacy programs can provide books to the family to increase

literacy access in the home environment. Yet, if the parents and family members are not trained in the best literacy practices, such as reading aloud, the books will not be used in the manner to encourage children's literacy development (Popp, 1992).

Based on the work of Epstein (1996, 2009b), the “overlapping spheres of influence” model's (see Figure 1) premise is that the most effective families and schools have shared goals and missions regarding student achievement. In addition, the parents and schools work on some of the goals collaboratively (Epstein, 1996). The model is based on the assumption that children learn in three separate and specific contexts: school, home, and community (Epstein, 1995). The model of overlapping spheres of influence includes external influences where the children learn and grow, as well as internal communication lines and social interactions between home, school, and community forces, which represent internal influences. The external forces either create or inhibit the conditions for shared literacy activities between home and school (Epstein, 1987, 1995, 1996). Within the sphere of influence, children will be found in the center with their success relying on whether the spheres are kept separate or operate in an overlapping context. An overlapping sphere of influence would include schools, families, and communities working together with each context in which children learn (Epstein, 1995). In the model, choices are made to create the connections and do not occur automatically. Schools can make minimal and limited connections with families and the community at large, which keeps the three spheres of influence separate. Alternatively, communications between all three spheres can be much more purposeful and interactive to bring the three spheres together. When there is more communication, a greater opportunity exists for students to receive similar messages from a wealth of individuals

regarding the importance of school, the value of hard work, and the message to stay in school (Epstein, 1995). Because students are at the center of the model, Epstein (1996) acknowledges that schools, families, and communities working together will not automatically create successful students. Instead, the climate of caring and encouragement from individuals representing all three spheres will influence children to do their best to achieve, learn, and remain in school.

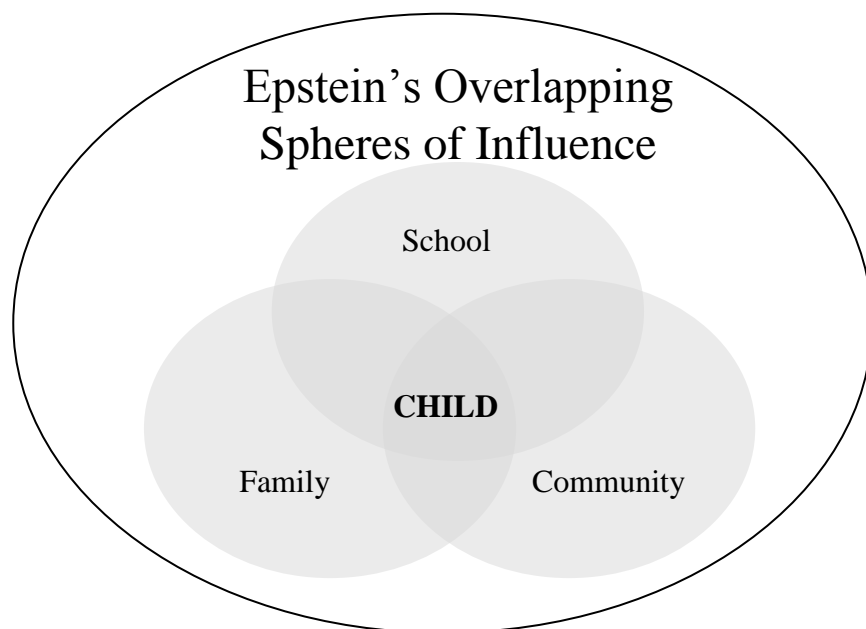


Figure 1. Epstein's overlapping spheres of influence.

In addition to the overlapping spheres of influence, Epstein (2009a) has also condensed years of information from studies and work by educators to formulate a framework of six types of parent involvement (see Figure 2). Parenting activities (type 1) focus on how schools work to increase the families' knowledge about children and adolescent development, similar to Parent Time in the Toyota Program through NCFL. Communicating activities (type 2) show ways for schools to increase communication about schools' programs and students' progress to the parents and other stakeholders.

Volunteering (type 3) activities focus on how to engage parents and others in the community to share of their time and talents to support the children at the school.

Learning at home activities (type 4) provides families with information about the academic work and expectations of their children from school in order to empower parents to help and support their children's education at home. Again, this is similar to the children's education component of the Toyota Program in Darling's discussion.

Decision making (type 5) enables families to participate actively in decisions affecting the school programs and their children and to be advocates for other children.

Collaborating with the community activities (type 6) encourages and expects the cooperation of schools, families, communities, organizations, and other individuals. All six types of involvement can affect all levels of schooling.

Parenting	Communicating	Volunteering	Learning at Home	Decision Making	Collaborating with Community
Assist families with parenting and childrearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	Improve recruitment, training, work and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Involve families with their children in learning activities at home, including homework and other curriculum related activities and decisions.	Include families as participants in school decisions, governance and advocacy through PTA/PTO, school councils, committees, action teams and other parent organizations.	Coordinate community resources and services for students, families and the school with businesses, agencies, and other groups, and provide services to the community.
TYPE 1	TYPE 2	TYPE 3	TYPE 4	TYPE 5	TYPE 6

Figure 2. Epstein’s six types of parent involvement.

Future Implications

According to the survey of family literacy in the United States by the International Reading Association, the future for family literacy programs is healthy due to the acknowledgment across the country that partnering with parents makes a difference in the academic achievement of children (Morrow, Tracey, & Maxwell, 1995). The future hope remains that ongoing and increased family literacy programs will help break the cycle of poverty and illiteracy (Darling, 2004). Family literacy has been a successful addition to educational programming (Morrow et al., 1995). The study of Gonzales and Chrispeels (2004) suggested that schools must work harder to provide programs that will increase home-school connections, which include Latino families. In addition, parents’

knowledge about the school, the school system, and the importance of parental involvement are the first and easiest factors to bring about change. These data are vital for schools and school districts needing to increase parent involvement programs to meet the guidelines set out by the federal government.

Conclusion

The landscape of parent involvement has evolved over the last several decades into the concept of family literacy (Strickland, 1979; Strickland & Morrow, 1989). Because the parent involvement of the past focused on parents attending events at the school, the family literacy movement has expanded parental involvement into the area of parents and children learning together. Many of the most recent legislative policies have also ensured that the engagement of parents in the children's education remains a top priority (Morrow, 1995a). Therefore, the family literacy programs that have been developed have focused on similar components including adult education, parent and children learning together, parenting skills, and the children's educational program (Darling, 2004). Because of the amount of federal dollars that are being invested in family literacy, the time and dollars in evaluation of these programs is increasing (Morrow, 1995a). The review of literature shows that there seems to be some gaps in literacy achievement among boys and girls (Gurian, 2001; Kleinfeld, 2006; USDOE, 2007) and some gaps in literacy achievement based on ethnicity (Denton & West, 2002; Rathbun & West, 2004). In light of these gaps and because the practices the parents engage in with their children are associated with the children's success (Baker & Stevenson, 1987; Epstein, 1987; Popp, 1992), schools would benefit from the

development of parent involvement programs to support family literacy (Darling, 2004; Epstein, 1995).

Therefore, research needs to be expanded in this area of study. Research on family literacy in general (Baker & Soden, 1997; Mattingley et al., 2002), parental influence on achievement (Epstein, 1987; Iverson & Walberg, 1982), and self-efficacy of parents (Chrispeels & Gonzalez, 2004) needs to increase. In addition, research family literacy's influence on student achievement by gender (Mead, 2006; Tyre, 2008; White, 2007) and student achievement by ethnicity (Chambers et al., 2005; Grigg et al., 2003) is also weak. Due to this weakness in supportive data, this study purposed to study the effects of the TFLP on the reading achievement of kindergarten through third grade students. During a time of high emphasis on reauthorization of the Elementary and Secondary Education Act, educators need to have specific findings on the benefits of family literacy on student achievement to ensure funding can go to best practices as demonstrated by research (Bouffard & Weiss, 2008; District Administration, 2007; Morrow, 1995a).

CHAPTER III

METHODOLOGY

Parental involvement is mandated through NCLB (USDOE, 2001), and schools can meet this requirement by using research-based programs. Darling (2004) maintains that whether educators call it parent involvement or family literacy, it is imperative that educators engage parents and families in their children's education. Through her work as the founder and president of the TFLP, the data from the NCFL (2009b) support the idea of parents getting involved in their children's school and education.

This study examined the effects of TFLP on the reading achievement of students in kindergarten through third grade. The research hypotheses were as follows:

1. No significant differences will exist by gender for students whose parents participate in Toyota Family Literacy Program versus non-participating parents on the reading achievement for kindergarten, first, second, and third graders in three Northwest Arkansas Schools.
2. No significant differences will exist by grade level for students whose parents participate in Toyota Family Literacy Program versus non-participating parents on the reading achievement for kindergarten, first, second, and third grade students in three Northwest Arkansas Schools.

3. No significant difference will exist between the means for the parents' pre-survey and post-survey results on the parent's perceived ability to help their child succeed in school.
4. No significant predictive effects will exist between preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, parent's educational status in predicting parents' perceived ability to help their child succeed in school for parents participating in the Toyota Family Literacy Program in three Northwest Arkansas schools.

The chapter is divided into six sections: research design, sample, instrumentation, data collection procedures, analytical methods, and limitations. The researcher described the design, as well as the sample used, including how the participants were chosen. Both instruments utilized were described in two ways: administration of each instrument and data obtained from each instrument. Finally, limitations were identified in order to ensure monitoring in the data analysis.

Research Design

This quantitative, causal-comparative study utilized kindergarten through third grade elementary students in three urban elementary schools in Northwest Arkansas. A causal-comparative research design was used because the Toyota program was already established in the schools, and parents were enrolled in the TFLP class. Therefore, the variables constituted preexisting conditions and were not manipulated. The independent variables for the first hypothesis were the participation status (participating versus not participating) of students in TFLP and the children's gender (male versus female) for

kindergarten, first, second, and third grade students. The dependent variable for hypothesis one was the measured reading achievement as measured by the Developmental Reading Assessment 2 (DRA2). The independent variables for the second hypothesis were the participation status (participating versus not participating) of students in the TFLP and their grade levels (kindergarten, first, second, and third). The dependent variable was the reading achievement for each of the four grade levels of the students, kindergarten, first, second, and third, respectively. For the third hypothesis, the intervention for the parents' perceived ability to help their child succeed in school was the parents' participation in the Toyota program. The pre- and post survey results on parents' perceived ability to help their child succeed in school served as the measured variable. For the fourth hypothesis, the predictor variables for the parents' perceived ability to help their child succeed in school for parents participating in the TFLP were preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, and parent's educational status. The criterion variable was parents' perceived ability to help their child succeed in school for parents participating in the TFLP in three Northwest Arkansas schools measured by the Toyota Family Literacy Program Family Interview pre- and post survey. The design used for the evaluation of all the hypotheses was a non-randomized design.

Sample

The three schools were chosen based on their similar student demographics of grade configuration, ethnicity, and availability of the TFLP. TFLP classes consisted of approximately 20 to 25 students each. Of the student participants in the schools,

approximately 50% were female, and 50% were male. Approximately 62% were Hispanic, 8% were Asian, and 28% were Caucasian. Between 20 to 25 students from each school, 134 total in kindergarten through third grade, were identified to take part in the study. Approximately 22 of the students in each school who were participating in the TFLP were matched to another 22 students in the same school who were not participating in the program. In the fall of 2009, the students were matched at the building sites by the building TFLP staff. Toyota matches were made based on several criteria: school of enrollment, reading level as based on DRA2 prior to parent participation in TFLP, English Language Learner (ELL), grade level, gender, and classroom teacher. Because the children were matched at their building site, the next criteria for matching were reading level, ELL level, and grade level of the children. Students with participating families were Hispanic, with 37 TFLP participating girls and 30 participating boys. Of the non-participating students, 37 were girls and 30 were boys.

Instrumentation

Development Reading Assessment 2

Two instruments were utilized in this study. First, the instrument used for the first two hypotheses was the DRA2. At the beginning of the year and end of the year, students were evaluated in reading achievement. Teachers at all three schools administered the DRA2 to students in kindergarten through third grade to measure reading achievement (Beaver & Carter, 2003). The DRA2 consists of a set of individually administered criterion-referenced reading assessments for students in kindergarten through eighth grade. Classroom teachers administer, score, and interpret the DRA2. The test is intended to identify students' independent reading level, and it determines whether students meet

specific criteria in terms of accuracy, fluency, and comprehension. The DRA2 was found to have a test-retest reliability for fluency and comprehension ranging from 0.93 – 0.99. In addition, the DRA2 demonstrates moderate to high internal consistency reliability and inter-rater reliability, 0.66 on fluency level and 0.72 for comprehension level. Data show that the subtests of DRA2 measure oral reading fluency and comprehension level, the unique dimensions of reading (Pearson, 2009).

The DRA2 scores range from a zero given to a non-reader to a level of 80 given to an advanced reader. The only other level that does not have a numerical score is a beginning reader with a level A. For this study, Level A was scored as a one. TFLP has created a data collection electronic form that is the same for all TFLP sites. For the purposes of this study, the researcher added a few columns for demographic information including gender, ethnicity, grade level, ELL Level, and test type. Teachers at all three school sites use flow charts for the tracking and assessment of the students' reading achievement based on the DRA2.

Toyota Family Literacy Program Family Interview: Initial and Post

A second instrument was used for the third and fourth hypotheses. The instrument was administered to the parents participating in the Toyota program in the form of a pre-post survey provided through the NCFL (Appendices A & B). The survey is a 14-page document that collects information on the participating families in several areas: contact information, demographic information, child information, goals of parent and family upon entering the program, parent-child interaction related to literacy, and parental self-efficacy and role construction. The pre-survey was administered within the first two weeks of parent enrollment in the program. Data forms were completed at the school site

with the assistance of a bilingual staff person. Each school site's Adult Education Teacher and Parent Liaison entered the participants' responses electronically through the NCFE database for TFLP. Participating parents completed the post-survey upon exiting the program at any time of the year. The survey was administered to all parents enrolled at the conclusion of the year. For the purposes of this study, the section dealing with "Parents feel differently about their ability to help their child succeed in school" was examined to determine the extent of change in parents' perceived ability to help their children succeed in school from the pre- to the post survey. The 14 statements were answered with a Likert Scale from disagree very strongly (1) to agree very strongly (6). The statements ranged from "I feel welcome at school" to "I don't know how to help my child learn." A numerical value was assigned to each response, and the response values were added to provide a total score. Some of the responses were reverse-scored based on whether they were written in a positive manner or negative manner. Reverse scoring the negatively keyed items ensured that all of the items, those that were originally negatively keyed and those that were positively keyed, were consistent with each other, in terms of what an "agree" or "disagree" implied. To reverse score an item, the researcher re-coded the responses so that high "scores" on any item indicate high levels of the attribute being measured (and so that low scores indicate low levels of the attribute).

Data Collection Procedures

Data collection for this study included only instruments that were already being utilized by the school to minimize any harm to the relationship between the student and parent participants, the school, and the researcher. In using these existing instruments, the researcher felt that the data collection process was less intrusive. For the purposes of this

study, the DRA2 and the TFLP Family Interview survey were in place for the current programming requirements with NCFL. Therefore, the school district, the school sites, and the NCFL agreed upon the data collection methodology. By using similar data collection procedures as NCFL, the results of the study can be compared with findings with NCFL. Initially, conversations by members of the school district's and the agency were held separately due to location logistics. The separate discussions included: (a) a description of the research to be completed, (b) a request for use of current data collection forms in place, and (c) a request for assistance to facilitate completion of the research.

Following Institution Review Board approval on February 2, 2010 (Appendix C), the researcher created a coding system to protect the confidentiality of the individuals, both parents and students, who participated in the study. The code to track student data included coding for student's school of attendance, student's grade level, parent's participation status (participant or non-participant), student's gender, and a randomly assigned number unique to each student. All identifiable information such as student names, state identification numbers, and social security numbers were deleted from the data. The researcher maintained control of the key matching the assigned code number to the student's identification number. The parent surveys were sent to the researcher from TFLP at the NCFL. NCFL removed parent names prior to the researcher's receipt of these surveys.

A designated TFLP staff member at each school site collected the data. The TFLP staff member entered the data into a excel worksheet that was submitted to the researcher and the NCFL. The electronic data submission was due to the NCFL Offices on or before June 11, 2010. On this day, the researcher received the data. Within the next month, the

TFLP Research Specialist electronically sent the researcher the initial and post family interviews. Data collection was complete by the end of June 2010. Prior to analyzing data, the results for the family interviews were entered into the computer through consultation with the TFLP Research Specialist; therefore, the researcher designed data entry screens in SPSS that corresponded to the survey instrument used in the research.

Data were kept secure on two jump drives that were placed under lock and key when not in use in the researcher's office. The data released to the researcher from NCFL and the participating schools did not contain any student names or any other identifiable information. In addition, the researcher retained the only key matching the assigned codes to student identification numbers. Data will be kept secure for three years after the completion of the research project. At the end of three years, the data and the jump drives will be destroyed. Any paper documents will be shredded.

Analytical Methods

To address the first hypothesis, a 2 x 2 factorial analysis of variance (ANOVA) was conducted using program participation (participating versus not participating) and gender (male versus female) as the independent variables and reading achievement measured by DRA2 scores as the dependent variable. To address the second hypothesis, a 2 x 4 factorial ANOVA was conducted using program participation (participating versus not participating) and grade level (kindergarten, first, second, and third grades) as the independent variables and reading achievement measured by the DRA2 scores as the dependent variable. In the third hypothesis, the parents' perceived ability to help their children succeed in school was examined by a paired samples *t* test, using the parents participating in the Toyota program as the group and the pre- and post survey results as

the measured variable to detect changes in the respondents' perceived ability to help their children succeed in school. In the fourth hypothesis, a stepwise multiple regression was used to address the predictive effects existing between preschool opportunities, SES, parent's marital status, number of year's parent has lived in United States, language spoken in home, and parent's educational status in predicting parents' perceived ability to help their children succeed in school for parents participating in the TFLP. To test the null hypotheses, the researcher used a two-tailed test with a .05 level of significance.

Limitations

First, a weakness inherent in conducting causal-comparative studies is that the researcher has little or no control over the intervention because it has or is already occurring. The groups are preexisting; therefore, the researcher did not control whether parents participated or did not participate in TFLP. Yet, causal-comparative studies are usually chosen because the grouping either cannot be manipulated or should not be manipulated because it might be inappropriate or unethical (Airasian, Gay, & Mills, 2009).

One significant component of TFLP is parent and child together time (PACT), which is a regularly scheduled time for parents to join their children in the classroom to learn side-by-side and observe best literacy practices modeled by a certified teacher that can be transferred to the home environment support system. Yet, a parent may have several children that attend the same elementary school, whether in grades kindergarten through third grade, as well as fourth and fifth grades. Because TFLP is expected to change the literacy practices in the home, other children in the family might also have changes in their literacy achievement. Therefore, the limitation is that there is no data

collection or study to identify whether there is an impact on the reading achievement of the siblings not participating directly in PACT.

A third limitation is the high mobility that was a concern in each of the three school sites. In order to try to monitor this concern, the form from NCFL tracked the entry and withdrawal date of any parent in TFLP. In addition, every parent, upon arrival and withdrawal from the program, completed the TFLP Family Interview. In this case, the results could be impacted by the length of time a participant actually was enrolled in TFLP.

CHAPTER IV

RESULTS

This chapter will discuss the results of the analysis of the data. This study examined the effects of TFLP on the reading achievement of students in kindergarten through third grade by gender and by grade level in three Northwest Arkansas schools. Factorial ANOVAs were run to look at the first two research hypotheses. A paired t-test and a multiple regression, respectively, were used to analyze the final two hypotheses.

Hypothesis 1

Hypothesis 1 stated that no significant differences will exist by gender on reading achievement for students whose parents participate in TFLP versus non-participating parents in three Northwest Arkansas Schools. A 2 x 2 analysis of variance was conducted to determine the effect of gender and participant status (participant versus non-participant) on post DRA2 data. Independent variables consisted of gender and participant status. Data were checked for missing data and outliers. No missing data were found. Three outliers were present but were not significant. Therefore, the researcher chose not to transform data. The Kolmogorov-Smirnov Test of Normality indicated nonnormality in two groups, male participants ($p = .02$) and female participants ($p = .01$). Group histograms revealed slight to moderate positive skewness. Further examinations of skewness numbers with z-score method skew showed deviations were not statistically significant. Levene's test of equality of variances was conducted and indicated

homogeneity across groups, $F(3, 110) = .37, p = .77$. A line plot of gender and participation (participant, non-participant) indicated no interaction among factors.

With test assumptions fulfilled, a factorial ANOVA was conducted to explore the impact of gender (male, female) and participation (participant, non-participant) on reading achievement as measured by DRA2. Table 1 presents the results of the ANOVA.

Table 1

ANOVA on Post DRA by Gender and Participation

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>ES</i>
Gender	257.46	1	257.46	1.92	0.17	0.02
Participation	8.54	1	8.54	0.06	0.80	0.00
Gender*Participation	0.06	1	0.06	0.98	0.98	0.00
Error	14787.16	110	14787.16			

Main effect results did not indicate significant main effects for gender, $F(1, 110) = 1.92, p = .17$ or participant status, $F(1, 110) = .06, p = .80$. Interaction between gender and participant status was not significant, $F(1, 110) = .98, p = .98$. A small partial eta squared effect size was found for gender, participant status, and interaction: 0.02, 0.00, and 0.00, respectively.

Hypothesis 2

Hypothesis 2 stated that no significant differences will exist by grade level (kindergarten, first, second, and third grade) and participation on reading achievement for students whose parents participate in TFLP versus non-participating parents in three Northwest Arkansas Schools. A 2 x 4 analysis of variance was conducted to determine the participation level (participant, non-participant) and grade level (kindergarten, first

grade, second grade, and third grade) on post DRA2 scores. Independent variables consisted of participant status and grade level. Data were checked for missing data and outliers. No missing data were found. Six outliers were present and checked for data entry error. Because the outlier scores were genuine, the researcher referred to the 5% Trimmed Mean to determine significance of the outliers. The trimmed mean and mean values were very similar. Given this and the fact that the outlier values are not too different from the distribution, the researcher retained these cases in the data file (Pallant, 2007). The Kolmogorov-Smirnov Test of Normality indicated nonnormality in over half of the groups, kindergarten, both participants and non-participants (.002 and .003); second grade participants (.015); and third grade participants (.004). Group histograms revealed slight to moderate to significant positive skewness. Examinations of skewness numbers showed deviations were not statistically significant on all but two of groups, which included the kindergarten non-participants and third grade participants. Because the violation of normality was not a threat due to the robust nature of the ANOVA, the researcher chose not to transform data (Mertler & Vannatta, 2005). A line plot of participation (participant, non-participant) and grade level (kindergarten, first grade, second grade, and third grade) indicated interaction among factor.

Levene's test of equality of variances was conducted within the ANOVA and did not indicate homogeneity across groups, $F(7, 106) = 6.09, p = .001$. Therefore, the variances for the groups were not equal. Analysis of variance is reasonably robust to violations of equal variances, provided the size of your groups is reasonably similar (Stevens, 1996). The sizes of the groups for grade level (kindergarten, first grade, second grade, third grade) were at a ratio of 1:5. Therefore, with test assumptions fulfilled, a

factorial ANOVA was conducted to explore the impact of participation (participant, non-participant) and grade level (kindergarten, first grade, second grade, and third grade) on reading achievement as measured by DRA2. The results of the ANOVA are presented in Table 2.

Table 2

ANOVA on Post DRA by Participation and Grade Level

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>ES</i>
Grade Level	11115.14	3	3705.05	100.24	0.00*	0.02
Participation	53.57	1	53.57	1.45	0.23	0.00
Grade Level*Participation	65.24	3	21.75	0.59	0.62	0.00
Error	3917.97	106	36.96			

* $p < .05$

Main effect results did not indicate significant main effects for participant status, $F(1, 106) = 1.45, p = .23$. Although the line plot indicated interaction among the factors, participant status and grade level, the interaction was not statistically significant, $F(1, 106) = .59, p = .62$. There was a statistically significant main effect for grade level, $F(1, 106) = 100.24, p = .00$, with a very small partial eta squared effect size of .02. The Bonferonni post hoc test was conducted to determine which grade levels were significantly different. All grade levels were different from each other except for first and second grade (see Table 3). In addition, effect sizes for all grade levels, except first and second grade, were moderate to large.

Table 3

Bonferonni Post Hoc for Grade Level

(I) Grade Level	(J) Grade Level	Mean Difference (I-J)	SE	p	ES
K	1 st	-12.40	1.67	0.00*	0.72
	2 nd	-15.54	1.50	0.00*	0.68
	3 rd	-28.48	1.67	0.00*	0.85
1 st	K	12.40	1.67	0.00*	0.72
	2 nd	-3.14	1.60	0.32	0.06
	3 rd	-16.08	1.76	0.00*	0.57
2 nd	K	15.54	1.50	0.00*	0.68
	1 st	3.14	1.60	0.32	0.06
	3 rd	-12.94	1.60	0.00*	0.59
3 rd	K	28.48	1.67	0.00*	0.85
	1 st	16.08	1.76	0.00*	0.57
	2 nd	12.94	1.60	0.00*	0.59

* $p < .05$ **Hypothesis 3**

Hypothesis 3 stated that no significant difference will exist between the means for the parents' pre-survey and post-survey results on the parent's perceived ability to help their child succeed in school. A paired-samples *t*-test was conducted to evaluate the impact of the intervention on participant parents' scaled scores on the TFLP Family Interview. There was a statistically significant increase in parent perception scores from the pre survey ($M = 41.00$, $SD = 12.67$) to post survey ($M = 58.66$, $SD = 12.65$), $t(49) = -15.43$, $p < .001$ (two tailed). The mean increase in survey scaled scores was 17.66 with a

95% confidence interval ranging from 15.36 to 19.97. The eta-squared statistic (.83) indicated a large effect size.

Hypothesis 4

Hypothesis 4 stated that the purpose of this study was to determine the predictive effects of preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, and parent's educational status on parent's perceived ability to help their child succeed in school for parents participating in the TFLP in three Northwest Arkansas schools. Based on Stevens' (1996) guidelines, it was determined that only two predictors should be included in the model given the sample size. Although several predictors including parents' marital status and socioeconomic status were indicated in the literature, only two, number of years the parent has lived in the U.S. and parent's educational status, were included in this study because these factors were numerical. With these exclusions, the researcher conducted a stepwise multiple regression to determine the accuracy of the independent variables (number of years the parent has lived in the US; parents' educational status) predicting parents' perceived ability to help their child succeed in school. Data screening led to the elimination of case number 18 because its Mahalanobis distance exceeded the critical value of chi square at $p < .001$ with $df = 3$, which was 16.266. A residuals scatter plot displayed values that were consistently spread out, which indicated normality and homoscedasticity. Regression results indicated that the model generated was not useful for predicting parents' perceived ability to help their child succeed in school. The model accounted for less than 1% (Adjusted $R^2 = .01$) of variance in parents' perception. A summary of regression coefficients are presented in Table 4 and

indicates that neither of the variables (number of years the parent has lived in the US and parents' educational status) significantly contributed to the model.

Table 4

Coefficients for Model Variables

Source	<i>B</i>	<i>Beta</i>	<i>t</i>	<i>p</i>	Bivariate <i>r</i>	Partial <i>r</i>
Adult Years in US	-0.17	-0.10	-0.69	0.50	-0.15	-0.10
Adult Highest Grad	0.23	0.15	0.30	0.30	0.19	0.15

* $p < .05$

CHAPTER V

DISCUSSION

Various components of the TFLP were studied to gain more insight into the effects of participation in the program on adults and children who were involved. As a practitioner of the implementation of TFLP, the researcher sought to gain valuable information that might influence programming and funding related to initiatives in Arkansas, as well as the United States. In addition, data were examined to determine if differences existed between gender and grade levels for students.

The study analyzed DRA2 results from 114 non-participating and participating students at three Northwest Arkansas schools. DRA2 results were analyzed to find differences by gender or by grade level on the reading achievement of students. In addition, the study pre- and post surveyed 54 parents utilizing a questionnaire containing 14 Likert scaled statements. The TFLP Family Interview Initial and Post online survey was used to assess the changes in parental self-efficacy of their ability to help their children in school.

In Chapter IV, data from DRA2 and TFLP Literacy Program Family Interview were analyzed by examining changes in student literacy achievement, parental self-efficacy, and predictive effects for parental self-efficacy. In this chapter, conclusions, recommendations, and implications are presented. First, this chapter includes conclusions on the data collected and analyzed in this study. Second, recommendations based on the conclusions found in the data analysis are included for school administrators involved in

the study as well as those interested in implementing a family literacy program. Finally, the implications and significance of this study are discussed.

Conclusions

To address the first hypothesis, a 2 x 2 factorial analysis of variance was conducted using program participation (participating versus not participating) and gender (male versus female). To address the second hypothesis, a 2 x 4 factorial ANOVA was conducted using program participation (participating versus not participating) and grade level (kindergarten, first, second, and third grades). To address the third hypothesis, a paired *t* samples *t* test was conducted to examine the parents' perceived ability to help their children succeed in school using a pre- and post survey. To address the fourth hypothesis, a stepwise multiple regression method was performed to determine the predictive effects of the number of years the parent has lived in the United States and the parent's educational status on parent's perceived ability to help their child succeed in school. The following hypotheses were tested, and these conclusions were formulated.

Hypothesis 1

Hypothesis 1 stated that no significant difference will exist by gender on reading achievement for students whose parents participate in TFLP versus non-participating parents in three Northwest Arkansas Schools. There was no significant interaction between the independent variables of gender and participant status. Gender and participant status did not work together as a factor affecting the reading achievement of students. Significant main effects were not found on gender or participation status.

Males and female reading achievement were relatively the same. Therefore, these results indicated that regardless of participation status (participating or not participating)

or gender (male or female), reading achievement of students was relatively the same. Therefore, the results of hypothesis 1 did not align with the findings of the National Center for Education Statistics (2007) or of Gurian (2001). They reasoned that boys perform below girls in reading and that boys get further behind as they progress through school (see also Tyre, 2008). In addition, they indicated that boys from all ethnicities and socioeconomic populations perform below girls in their reading abilities (see also Kleinfeld, 2006).

According to the Post Data Summary Report by the NCFL (Miller, 2010), findings from all eight of the district's sites show that participation did have a significant difference on overall academic performance for participating students as based on teachers' ratings of academic, social, and behavioral indicators when children begin at approximately the same level. Yet, on the teachers' ratings of children's reading level, findings show that children participating in the program were rated, on average, the same as the non-participant children; this data was not reported by gender. In this study, student performance on the DRA2 was analyzed with no teacher ratings. Therefore, as schools are recruiting families for participation in family literacy programs, it does not seem necessary to focus on male or female student participation.

Hypothesis 2

Hypothesis 2 stated that no significant differences will exist by grade level (kindergarten, first, second, and third grade) and participation on reading achievement for students whose parents participate in TFLP versus non-participating parents in three Northwest Arkansas Schools. No significant interaction existed between the independent variables of grade level and participant status. Grade level and participant status did not

work together as factors affecting the reading achievement of students. Significant main effects were not found on participation status. However, a significant main effect was found on grade level. Further analysis revealed that first and second graders did not have a statistically mean difference.

Kindergarten and third graders showed significant differences with their effect size being moderate to large, but first and second graders performed similarly. The DRA2 is not a scaled score assessment; instead, the scores increase by levels as the children progress through the grade levels. Therefore, it would be expected for the kindergarten DRA2 scores to be significantly different from the DRA2 scores of third graders. If the research were to be replicated, the use of a scale score measurement would be suggested.

Other studies examining achievement gaps in literacy achievement in the primary years have used longitudinal research. Whereas this study examined the literacy achievement of students over the course of one school year, recently several extended longitudinal studies, spanning preschool kindergarten through fourth grades, have been published (Jumpstart, 2009). For example, in the study by Senechal and LeFevre (2002), which followed children from kindergarten through third grade, the impact of home literacy experiences such as parent reading aloud to the child was compared to later reading achievement. The findings indicated that home literacy experiences and emergent literacy abilities in kindergarten contributed substantially to children's success in learning to read.

Hypothesis 3

Hypothesis 3 stated that there will be no significant difference between the means for the parents' pre-survey and post-survey results on the parent's perceived ability to

help their child succeed in school. There was, however, a statistically significant increase in parent perception scores from the pre survey to post survey, with parents indicating an increased feeling of self-efficacy and responsibility for their children's education. When parent self-efficacy is high, parents are more likely to engage in school, both academics and social, as well as feel that they have an important role in their children's future academic achievement and success (Hasson & Miller, 2010).

The Post Data Summary Report by the NCFL (Miller, 2010), with findings from all eight of the district's sites, showed evidence of significant increases in pre to post survey results on parental self-efficacy. Similarly, the TFLP Overall Program Outcomes Summary Report (Hasson & Miller, 2010), with data from all 53 TFLP sites, showed that TFLP had a significant impact on parents' level of self-efficacy and the belief that they can play a significant role in their children's education. As with the report and the current study, these results can be attributed to the Parent and Child Together Component and Parent Time Components.

Hypothesis 4

Hypothesis 4 stated that there will be no significant predictive effects will exist between preschool opportunities, socioeconomic status, parent's marital status, number of years the parent has lived in the United States, the language spoken in the home, parent's educational status in predicting parents' perceived ability to help their child succeed in school for parents participating in the Toyota Family Literacy Program in three Northwest Arkansas schools. A summary of regression coefficients indicates that neither of the two variables chosen for the final analysis (number of years the parent has lived in the US and parents' educational status) significantly contributed to the model.

The current results align with the results by Popp (1992) who stated that parents' level of education does not directly influence the children's literacy development. As Bloom (1986) stated, parental self-efficacy explains the influence on children's literacy achievement and development. No research was found regarding the impact of the number of years the parent has lived in the U.S. and its impact on the literacy achievement of their children. Therefore, it does not seem essential for schools to recruit parents to a family literacy program based on the length of time the family has been in the U.S.

Recommendations

As parental self-efficacy increases, as found in this study and the report by TFLP (Hasson & Miller, 2010), student achievement of participants should increase because it is the parents' knowledge and involvement in a children's school that influences children's literacy growth (Baker & Stevenson, 1997; Epstein, 1987; Popp, 1992). Therefore, the researcher recommends the use of a longitudinal study to see if there is a significant increase in participating children's literacy over the course of several years. Another reason for a longitudinal study is that in the study, the researcher cannot control classroom instruction; therefore, with a longitudinal study of student literacy achievement, additional research would identify if long-term effects occur.

The researcher acknowledges that differences by grade level were to be expected because the instrumentation (DRA2) has increasingly higher score expectations with each grade level. As students progress through the grade levels, the DRA2 score and grade level expectation increase (i.e. DRA2 level 18 by the end of first grade). Therefore, a second recommendation suggests that future research in this area include instrumentation

with scaled scores (i.e. Iowa Test of Basic Skills, Stanford Achievement Test-10). The researcher chose to use the DRA2 because it was an accessible reading assessment that was common among all three Northwest Arkansas Schools, as well as across the district. The ultimate goal of family literacy is to increase student literacy achievement in order to break the cycle of poverty (Darling, 2004). Hence, there should be strong evidence that the program is making a significant impact on student literacy achievement.

In order for children to increase their reading achievement, students also need to increase their language acquisition. Although this study did not show statistical difference by gender or participation on students' reading achievement, the third recommendation is that further research should analyze differences in participant and non-participant student language acquisition. The researcher did not do this originally because the current language acquisition assessment that is administered in kindergarten through second grade requires teachers to give their perception of the children's academic progress. Currently, TFLP collects language acquisition scaled scores on both students and parents with the English Language Developmental Assessment and Best Plus, respectively.

Because the study shows a statistically significant increase in parent perception scores from the pre survey to post survey, TFLP should continue in the three Northwest Arkansas Schools, as well be expanded to additional school sites in the district. The information should be shared with local legislation in order to secure additional funding. In addition, the current study analyzed the overall score on the parent pre-post Family Interview. The fourth recommendation suggests that future studies analyze each of the 19 statements contained in the interview to see if one statement has a significant increase over the other statements, which might lead to changes in programming for PACT Time

and Parent Time. This information might also lead schools to increase the PACT Time and/or Parent Time hours of their school or district program. Other programs such as the Barbara Bush Literacy Foundation (2009) already require three or more hours of PACT Time in each program.

TFLP data collection currently collects data on child literacy achievement, adult language acquisition, parental self-efficacy changes, and parent involvement in schools. Yet, there is currently no data collection on the children in the TFLP childcare rooms. The fifth recommendation is to add a qualitative component on the changes in acclimation of school for three and four year olds of participating parents. Previous research on the adjustment of preschool and elementary school children to the school setting has been evaluated and measured by the examinations of friendships and peer group acceptance through student, parent, and teacher interviews, as well as observations (Birch & Ladd, 1996; Ladd & Emerson, 1984). Use of these measurements and processes can be used to analyze the benefits to younger children in the participant's family.

Finally, current TFLP data collection and the data collection for this study used literacy achievement of the PACT relationship: the child followed by the parent in PACT. Yet, some families have children in several other grades. The literacy achievement of those children has not been analyzed. The researcher's sixth and final recommendation is to replicate the study with the inclusion of the scaled score literacy achievement of all children in a participating family, kindergarten through 5th grade. Family Literacy's goal is, ultimately, to make a difference in the literacy achievement of all children in the family, as well as America's future (Darling, 2004). Including the scores of all the

children, even if at different schools and above third grade, would allow future researchers to see if the goal of family impact is being met.

Implications

Significance and Expansion of Knowledge Base

Significant differences in achievement based on participation in family literacy may not be evident during the couple of years of implementation. This study suggests that during the second year of TFLP, parents' self-efficacy and perceived ability to help their child succeed in school showed significant increases from pre to post family interview results. An implementation dip is a logical phase in any implementation (Fullan, 2001). The implementation dip is a dip in achievement of those involved in the process encounter a program that requires new skills and understandings. It will be important to monitor the results over time in district and schools implementing similar programs. However, the current findings should be encouraging to other districts studying the adoption of a family literacy program to increase student literacy achievement.

Future Research Considerations

Future researchers seeking to replicate or build on this study might consider examining family literacy programs working with other ethnicities. The current study examined the TFLP in three Northwest Arkansas sites, where Hispanic immigrant families were identified for services. Yet, there are literacy programs across the country using similar components to TFLP that are identifying other ethnicities. The NCFL, supported by the Bureau of Indian Education, has another initiative called the Family and

Child Education (FACE): Family Literacy Services for American Indians, which serves American Indian families who have children from birth to grade three (NCFL, 2010).

Potential Policy Changes

At the federal level, Duncan, United States Secretary of Education acknowledges that parent involvement in children's education boosts children's attendance, behavior, and academic achievement (Kickbush, 2010). Yet, Duncan (2010) says,

There is surprisingly little research, however, to show what works and doesn't work in family engagement programs to accelerate student learning. Yet there are many promising programs across the country. In Springdale, Arkansas, the National Council for Family Literacy is funding a family literacy program, primarily for Latino and immigrants parents in eight schools. Parents spend two hours a week in class with their child learning model literacy practices for use at home. The reading scores of both children and their parents have risen significantly as a result. (para. 60)

Therefore, Secretary Duncan has proposed that the U.S. Department do its part in supporting parents by doubling that amount of federal money for family involvement, currently 1 to 2% of Title I funds that states receive. The current study and ongoing research could aid legislators by creating a situation where the maximum utilization of the funding made available to the program is guaranteed. By engaging those active in the programs (parents, school and district administration, adult ESL teachers, classroom teachers, etc.) and focusing on the local level, this research has the possibility to be a catalyst for asking the questions necessary to ensure that TFLP model and other family literacy models will be present in the Reauthorization of the Elementary and Secondary

of Education Act. Those involved must share the data, as well as anecdotal stories, of the life-changing impact of family literacy.

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APPENDICES

APPENDIX A

Toyota Family Literacy Program: Initial Family Interview

(English & Spanish)

**Toyota Family Literacy Program:
Initial Family Interview**

COPY: INTERNET SUBMISSION ONLY

Please complete each of the following questions about the Toyota Family Literacy Program in which this family is enrolled and each of the dates regarding the collection of the information being reported.

Red * indicates required field. If all required fields are not complete, you will not be able to go to the next page of the interview or submit the interview.

*City _____ *School _____

*Date of Enrollment _____ *Date of Interview _____
(MM/DD/YYYY) (MM/DD/YYYY)

*Today's Date _____
(MM/DD/YYYY)

This information is to be collected from your families in an interview format. Words describing each question are to guide you into a new section of questions and may be read aloud to the interviewee. Remember, accurate data are important.

Begin the interview by saying, "We are working with the National Center for Family Literacy to learn about the families enrolling in family literacy programs across the country. Today, I'd like to ask you some questions about your background and why you are enrolling in this class. This will help us better understand how to help you and other families."

“Please tell me the following information about the child enrolling in the Toyota Family Literacy Program with you. This child should be in Kindergarten - 3rd grade.”

1. What is the **child's** full name?

**First* **Middle* **Last*

Name **child should be called*

2. What is the **child's** date of birth? (MM/DD/YYYY)* _____

3. What is the **child's** gender?*

- Male
- Female

4. How many years has the **child** lived in the United States?*

- Less than 1 year (*skip to 5*)
- More than a year (*ask question 4a*)
- Entire life (*skip to 5*)
- Prefer not to respond (*skip to 5*)

4a. How many years? _____

5. What is the **child's** relationship to *you*?*

- Son/daughter
- Niece/nephew
- Grandchild
- Other (describe) _____

6. What is the **child's** *current* grade in school? (**this school year**)*

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- Other (describe) _____

7. Did the **child** attend any of the following? (check all that apply)*

- Head Start
- Preschool
- Other infant/toddler program (*ask question 7a*)
- None of the above

7a. Please describe other infant/toddler program. _____

8. Does the **child** receive free or reduced lunch?

- No
- Yes
- Prefer not to respond

This next set of questions concerns the adult enrolled in TFLP.

“Now, please tell me some information about yourself.”

9. What is your full name and contact information?

<i>First*</i>	<i>Middle*</i>	<i>Last*</i>
Name adult would like to be called*		

Street or P.O. Box*		

Apt/Suite/Office		

City*	State*	_____
_____	_____	_____
Zip Code*	Telephone #*	_____
_____	_____	_____

10. What is **your** date of birth? (MM/DD/YYYY)* _____

11. What is **your** gender?*

- Male
- Female

“Now, I have a few questions about your background.”

12. What is **your** race or ethnicity? (*Interviewer: Read responses to adult and check all that the adult responds affirmatively to.*)*

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Hispanic or Latino(a)
- White or Caucasian
- Other (specify) _____

13. What is **your** marital status?*

- Not married
- Married
- Other (describe) _____

14. How many children (under 18 years of age) live in **your** home?* _____

15. How many years have **you** lived in the United States?*

- Less than 1 year (*skip to 16*)
- More than a year (*ask question 15a*)
- Entire life (*skip to 16*)
- Prefer not to respond (*skip to 16*)

15a. How many years? _____

16. What is **your** country of origin?* _____

17. What language(s) is(are) spoken in **your** home?*

- English
- Spanish
- English and Spanish equally
- More English than Spanish
- More Spanish than English
- Other (describe) _____

“Now, I am going to ask you some questions about the *education* you received *before* you enrolled in this family literacy program.”

18. What is the highest grade or year in school **you** completed?*

- No schooling
- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- Some of 12th grade but didn't receive a high school diploma
- High school diploma or GED
- Attended some technical school, but did not complete
- Technical school, completed
- Attended some college, no degree
- 2-year Associate's degree
- 4-year Bachelor's degree
- Graduate level degree (Master's, Professional or Doctorate)

19. Where did **you** attend school or college?*

- ONLY in the US (*skip to 20*)
- ONLY outside the US (*ask question 19a*)
- BOTH in and outside the US (*ask question 19a*)

19a. Where did you attend school outside the US? (*Please indicate City/Country.*)

20. What is the reason **you** left school when **you** did?*

- Moved to the United States
- Lack of money/economic problems
- Got a job
- Pregnancy/care of child
- Got married
- Graduated
- Graduated, lack of money or interest to continue
- Other (describe) _____

21. Before this family literacy program, have **you** been enrolled in any of the following educational services or training programs? (*check all that apply*)*

- None
- Adult Education or Adult Basic Education
- English language instruction (ESL or ESOL)
- GED preparation
- Literacy program that offers tutoring
- Other (describe) _____

"Now, I would like to ask you some questions about your employment situation."

22. Do **you** *currently* receive government assistance?

- No
- Yes
- Prefer not to respond

23. Please tell me which of the following is true about **your** employment situation.*

- Not currently employed (*skip to 24*)
- Currently employed (*ask question 23a and 23b*)
- Prefer not to respond (*skip to 24*)

23a. How many hours a week do **you** work? * _____

23b. Do you receive any benefits with your job?*

- None (job provides no benefits)
- Health insurance
- Paid vacation
- Paid sick leave
- Retirement plan

“The next question I would like to ask you is about your learning goals.”

24. Listed below are some statements concerning goals that adults have given describing what they hope to accomplish by enrolling in a family literacy program. Please rank these goals from one to five, where **one** is *most* important to you and **five** is *least* important to you.*

(Interviewer: read list and ask for most important goal.)

- _____ To get a paying job, upgrade my skills to keep current job, or get a better job
- _____ To earn a GED certificate or high school diploma
- _____ To improve my literacy and English language skills
- _____ To obtain the knowledge necessary to pass the U.S. citizenship test
- _____ To become a better teacher of my child

"Now, I am going to ask you questions about yourself and the different activities that you may do."

25. Here is a list of some things that people may read. Please indicate whether **you** read the materials weekly and in which language(s).

(Interviewer: Read the list, if the learner responds "Yes," probe for language.)

	English Only	Native language Only (e.g., Spanish)	Native language & English equally	More English than native language	More native language than English	I do not read weekly
* Advertisements in the mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Letters, bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Coupons.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Labels on food, cooking recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Religious materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Instructions, bus schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Street signs, bus signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Newspaper.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* TV Guide or other television list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Magazines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Books.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* School communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Do **you** have a library card?*

No

Yes

27. In a month, about how many times do **you** visit a public library?* _____

28. In which language(s) do **you** usually watch television?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English
- I do not watch television

"Many of these questions ask about child-related activities and behaviors. Think about the *child* when answering these questions."

29. In which language(s) does the **child** usually watch television?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English
- Child does not watch television

30. On average, how many times a week do you or does someone in your family **read to** the child?*

- Not at all (*skip to 31*)
- Once a week (*ask question 30a*)
- Twice a week (*ask question 30a*)
- Three times a week (*ask question 30a*)
- Four times a week (*ask question 30a*)
- Five times a week (*ask question 30a*)
- Six times a week (*ask question 30a*)
- Every day (*ask question 30a*)
- Unable to read to child (*skip to 31*)

30a. Typically, in which language(s) do you **read to** the child?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English

31. On average, how many times a week do you or does someone in your family **listen to the child read**?*

- Not at all (*skip to 32*)
- Once a week (*ask question 31a*)
- Twice a week (*ask question 31a*)
- Three times a week (*ask question 31a*)
- Four times a week (*ask question 31a*)
- Five times a week (*ask question 31a*)
- Six times a week (*ask question 31a*)
- Every day (*ask question 31a*)
- Child unable to read (*skip to 32*)

31a. Typically, in which language(s) do you **listen to** the child read?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English

32. In the **past week**, has anyone in your family done the following things with the child?
If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many times?
*Told your child a story	<input type="checkbox"/>	<input type="checkbox"/>	
*Taught your child new letters, words or numbers	<input type="checkbox"/>	<input type="checkbox"/>	
*Taught your child songs or music	<input type="checkbox"/>	<input type="checkbox"/>	
*Talked with child about child's family history or ethnic heritage	<input type="checkbox"/>	<input type="checkbox"/>	
*Helped your child with homework	<input type="checkbox"/>	<input type="checkbox"/>	

33. In the **past year**, has anyone in your family done the following things with the child?
If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many times?
*Gone to a play, concert, or other live show	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited art gallery, museum, or historical site	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited a zoo or aquarium	<input type="checkbox"/>	<input type="checkbox"/>	
*Attended an event sponsored by a community, ethnic or religious group	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited a local park, playground, gym, or swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	

34. How far in school do you think the child will go?*

- Won't finish high school
- Will earn a high school diploma/GED
- Will earn a high school diploma and complete technical school or military service
- Will complete at least one year of college
- Will earn a college degree
- Don't know

35. If the child attended elementary school last school year, did **you** go to the child's elementary school?*

- Child did not attend elementary school last year (*skip to 36*)
- No, other than to enroll, drop off or pick up child (*skip to 36*)
- Yes (*ask question 35a*)

35a. What were the reasons and about how many times?

If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many times?
*For a conference or informal talk with child's teacher, director or principal	<input type="checkbox"/>	<input type="checkbox"/>	
*To observe classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	
*To attend a school event in which your child participated, such as a play, art show or party	<input type="checkbox"/>	<input type="checkbox"/>	
*To attend after school programs, such as crafts or music	<input type="checkbox"/>	<input type="checkbox"/>	
*To meet with a parent-teacher organization, such as the PTA	<input type="checkbox"/>	<input type="checkbox"/>	
*For a parent advisory committee meeting	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer in the school office, cafeteria or library	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer in your child's classroom	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer for school projects or trips	<input type="checkbox"/>	<input type="checkbox"/>	
*Other (<i>describe</i>):	<input type="checkbox"/>	<input type="checkbox"/>	

"Parents feel differently about their ability to help their child succeed in school.

Please indicate how much you agree or disagree with each of the following statements. Please think about *the current school year* as you consider each statement. Think about the child when answering these questions."

36. I _____ with this statement:

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agre e very stron gly
*I know how to help my child do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know if I'm getting through to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know how to help my child make good grades in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I feel successful about my efforts to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Other children have more influence on my child's grades than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know how to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I make a significant difference in my child's school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I feel welcome at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*My guidance and support of my child's learning is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I am involved in my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*My child's teacher encourages me to ask questions about my child's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I understand the development of early literacy skills in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I understand my child's curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I am knowledgeable about my child's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

"Parents have many different beliefs about their level of responsibility in their children's education.

Please respond to the following statements by indicating the degree to which you believe you are responsible. Please think about *the current school year* as you consider each statement. Think about the child when answering these questions."

37. I believe that it is **my** responsibility to:

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
*Communicate with my child's teacher regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Help my child with homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Support decisions made by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Stay on top of things at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Talk with my child about the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for submitting the initial information for this family! If you were not able to submit this family's information because of lack of consent form, please be sure to come back and complete the process once the necessary form is on record. Remember to submit the required information (i.e., consent form and assessment scores) for this family and the other families participating in your program!

Programa de Educación Familiar de Toyota: Entrevista Familiar Inicial

COPIA: PRESENTACIÓN POR INTERNET SOLAMENTE

Complete cada una de las siguientes preguntas sobre el Programa de Educación Familiar de Toyota (TFLP, por sus siglas en inglés) en el que esté inscrita esta familia y todas las fechas relacionadas con la recopilación de la información que se registra.

El * de color rojo indica los campos obligatorios. Si no completa todos los campos obligatorios, no podrá ir a la página siguiente de la entrevista *ni* presentarla.

*Ciudad _____ *Escuela _____

*Fecha de inscripción _____ *Fecha de la entrevista _____
(MM/DD/AAAA) (MM/DD/AAAA)

*Fecha de hoy _____
(MM/DD/AAAA)

Esta información se recopilará de sus familias en formato de entrevista. Las palabras que describen cada pregunta lo guiarán en una nueva sección de preguntas y pueden leerse en voz alta al entrevistado. Recuerde que los datos precisos son importantes.

Comience la entrevista diciendo: «Estamos trabajando con el Centro Nacional para la Educación Familiar para informarnos sobre las familias inscritas en los programas de educación familiar de todo el país. Hoy me gustaría hacerle algunas preguntas sobre sus antecedentes y el motivo por el que se inscribió en esta clase. Esto nos ayudará a comprender mejor cómo ayudarlo a usted y a otras familias.

Proporcione la siguiente información sobre el niño inscrito junto con usted en el Programa de Educación Familiar de Toyota. Este niño debe estar en los niveles desde jardín de infantes hasta 3^{er} grado».

1. ¿Cuál es el nombre completo **del niño**?

*Primer nombre

*Segundo nombre

*Apellido

*Nombre por el cual se debe
llamar al **niño**

2. ¿Cuál es la fecha de nacimiento **del niño**? (MM/DD/AAAA)* _____

3. ¿Cuál es el sexo **del niño**?*

Masculino

Femenino

4. ¿Hace cuántos años que el **niño** vive en los Estados Unidos?*

Menos de 1 año (*pase a la 5*)

Más de un año (*haga la pregunta 4a*)

Toda la vida (*pase a la 5*)

Prefiere no responder (*pase a la 5*)

4a. ¿Cuántos años? _____

5. ¿Qué relación tiene *usted* con el **niño**?*

Hijo/hija

Sobrino/sobrina

Nieto/nieta

Otro (describa) _____

6. ¿En qué grado está el **niño** *actualmente* en la escuela? (**este año escolar**)*

Jardín de infantes

1^{er} grado

2^o grado

3^{er} grado

Otro (describa) _____

7. ¿Asistió el **niño** a algunos de los siguientes establecimientos o programas? (marque todas las opciones que correspondan)*

- Head Start (programa de enseñanza preescolar)
- Enseñanza preescolar
- Otro programa para bebés o niños pequeños (*haga la pregunta 7a*)
- Ninguna de las opciones anteriores

7a. Describa otro programa para bebés o niños pequeños. _____

8. ¿El **niño** recibe almuerzo gratuito o reducido?

- No
- Sí
- Prefiere no responder

Este próximo grupo de preguntas se relacionan con el adulto inscrito en el TFLP.

«Ahora le voy a pedir información sobre usted».

9. ¿Cuál es su nombre completo e información de contacto?

<i>Primer nombre*</i>	<i>Segundo nombre*</i>	<i>Apellido*</i>
Nombre por el cual el adulto desea que lo llamen*		
Calle o casilla de correo*		
Apto./Suite/Oficina		
Ciudad*	Estado*	
Código postal*	Número de	
	teléfono*	

10. ¿Cuál es **su** fecha de nacimiento? (MM/DD/AAAA)* _____

11. ¿Cuál es **su** sexo?*

Masculino

Femenino

«Ahora, tengo algunas preguntas sobre sus antecedentes».

12. ¿Cuál es **su** raza u origen étnico? (Entrevistador: Lea las respuestas al adulto y marque todas las que tengan una respuesta afirmativa.)*

Amerindio o nativo de Alaska

Asiático

Nativo de Hawai o de otra isla del Pacífico

Negro o afroamericano

Hispano o latino

Blanco o caucásico

Otro (especifique) _____

13. ¿Cuál es **su** estado civil?*

Soltero

Casado

Otro (describa) _____

14. ¿Cuántos hijos (menores de 18 años de edad) viven en **su** hogar?*

15. ¿Hace cuántos años que **usted** vive en los Estados Unidos?*

Menos de 1 año (pase a la 16)

Más de un año (haga la pregunta 15a)

Toda la vida (pase a la 16)

Prefiere no responder (pase a la 16)

15a. ¿Cuántos años? _____

16. ¿Cuál es **su** país de origen?*

17. ¿Qué idiomas se hablan en **su** hogar?*

- Inglés
- Español
- Inglés y español por igual
- Más inglés que español
- Más español que inglés
- Otro (describa) _____

«Ahora le haré algunas preguntas sobre la **educación** que recibió **antes** de inscribirse en este programa de educación familiar».

18. ¿Cuál es el grado o año más alto de la escuela que **usted** completó?*

- No fue a la escuela
- Jardín de infantes
- 1^{er} grado
- 2^o grado
- 3^{er} grado
- 4^o grado
- 5^o grado
- 6^o grado
- 7^o grado
- 8^o grado
- 9^o grado
- 10^o grado
- 11^o grado
- Una parte del 12^o grado, pero no recibió el diploma de la escuela secundaria
- Diploma de la escuela secundaria o Diploma de Educación General (GED, por sus siglas en inglés)
- Asistió a una escuela técnica, pero no completó los estudios
- Completó la escuela técnica
- Asistió a la universidad, pero no obtuvo el título
- Carrera de dos años de duración con título académico de bachiller
- Carrera de cuatro años de duración con título de licenciado
- Título de posgrado (maestría, especialidad o doctorado)

19. ¿Dónde asistió **usted** a la escuela o universidad?*

- SÓLO en los Estados Unidos (*pase a la 20*)
- SÓLO fuera de los Estados Unidos (*haga la pregunta 19a*)
- TANTO dentro como fuera de los Estados Unidos (*haga la pregunta 19a*)

19a. ¿En qué lugar fuera de los Estados Unidos asistió a la escuela? (Indique la ciudad o el país.)

20. ¿Por qué motivo **usted** dejó la escuela cuando lo hizo?*

- Se mudó a los Estados Unidos
- Falta de dinero o problemas económicos
- Consiguió un trabajo
- Embarazo o cuidado de un hijo
- Se casó
- Se graduó
- Se graduó, falta de dinero o falta de interés en continuar
- Otro (describa) _____

21. Antes de este programa de educación familiar, ¿se inscribió **usted** en alguno de los siguientes servicios educativos o programas de capacitación? (marque todas las opciones que correspondan)*

- Ninguno
- Educación para adultos o educación básica para adultos
- Enseñanza del idioma inglés (ESL o ESOL, por sus siglas en inglés)
- Preparación para el GED
- Programa de educación que ofrece clases particulares
- Otro (describa) _____

«Ahora me gustaría preguntarle sobre su situación laboral».

22. ¿Recibe **usted** actualmente ayuda del gobierno?

- No
- Sí
- Prefiere no responder

23. Dígame cuál de las siguientes afirmaciones es verdadera sobre **su** situación laboral.*

- No tiene empleo actualmente (pase a la 24)
- Tiene empleo actualmente (haga las preguntas 23a y 23b)
- Prefiere no responder (pase a la 24)

23a. ¿Cuántas horas por semana trabaja **usted**?* _____

23b. ¿Recibe algún beneficio por su empleo?*

- Ninguno (el empleo no le brinda beneficios)
- Seguro médico
- Vacaciones pagadas
- Licencia por enfermedad con goce de sueldo
- Plan de retiro

«La próxima pregunta que me gustaría hacerle es sobre sus objetivos de aprendizaje».

24. A continuación, se enumeran algunas declaraciones sobre los objetivos que indicaron los adultos al describir lo que esperaban alcanzar en un programa de educación familiar. Clasifique estos objetivos del uno al cinco, donde **uno** es el *más* importante para usted y **cinco** es el *menos* importante para usted.*

(Entrevistador: Lea la lista y pregunte cuál es el objetivo más importante.)

- _____ Conseguir un empleo pagado, mejorar mis capacidades para mantener el empleo actual, u obtener un mejor empleo
- _____ Obtener un certificado GED o un diploma de la escuela secundaria
- _____ Mejorar mi educación y mis habilidades lingüísticas en inglés
- _____ Obtener el conocimiento necesario para aprobar el examen de ciudadanía de los Estados Unidos
- _____ Convertirme en un mejor maestro de mi hijo

«Ahora le voy a hacer preguntas sobre usted y las diferentes actividades que se pueden hacer».

25. A continuación le presentamos una lista de algunos materiales que pueden leer las personas. Indique si **usted** lee los materiales semanalmente y en qué idiomas.

(Entrevistador: Lea la lista; si el estudiante responde «Sí», pregunte sobre el idioma.)

	Inglés <i>solamente</i>	Idioma nativo <i>solamente</i> (Por ejemplo, español)	Idioma nativo e inglés <i>por igual</i>	Más inglés que idioma nativo	Más idioma nativo que inglés	No leo semanalmente
*Anuncios en el correo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Cartas, facturas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Cupones.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Etiquetas en los alimentos, recetas de	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Material religioso.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Instrucciones, horarios del autobús.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Letreros de la calle, letreros del	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Periódico.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Guía de televisión u otro listado televisivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Revistas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Libros.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Comunicados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. ¿Tiene una tarjeta de biblioteca?*

No

Sí

27. En un mes, ¿aproximadamente cuántas veces visita **usted** alguna biblioteca pública?*

28. ¿En qué idiomas mira **usted** televisión generalmente?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés
- No miro televisión

«Muchas de estas preguntas tratan sobre las actividades y los comportamientos relacionados con su hijo. Piense en él cuando contesta estas preguntas».

29. ¿En qué idiomas mira televisión el **niño** generalmente?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés
- El niño no mira televisión

30. En promedio, ¿cuántas veces por semana usted o alguien de su familia le **leen al** niño?*

- Ninguna (*pase a la 31*)
- Una vez por semana (*haga la pregunta 30a*)
- Dos veces por semana (*haga la pregunta 30a*)
- Tres veces por semana (*haga la pregunta 30a*)
- Cuatro veces por semana (*haga la pregunta 30a*)
- Cinco veces por semana (*haga la pregunta 30a*)
- Seis veces por semana (*haga la pregunta 30a*)
- Todos los días (*haga la pregunta 30a*)
- No puede leerle al niño (*pase a la 31*)

30a. Generalmente, ¿en qué idiomas le **lee al** niño?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés

31. En promedio, ¿cuántas veces por semana usted o alguien de su familia **escuchan** leer al niño?*

- Ninguna (pase a la 32)
- Una vez por semana (haga la pregunta 31a)
- Dos veces por semana (haga la pregunta 31a)
- Tres veces por semana (haga la pregunta 31a)
- Cuatro veces por semana (haga la pregunta 31a)
- Cinco veces por semana (haga la pregunta 31a)
- Seis veces por semana (haga la pregunta 31a)
- Todos los días (haga la pregunta 31a)
- El niño no puede leer (pase a la 32)

31a. Generalmente, ¿en qué idiomas escucha **leer al** niño?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés

32. La **semana pasada**, ¿alguien de su familia hizo alguna de las siguientes actividades con el niño?

Si la respuesta es «Sí», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces, aproximadamente?
*Le contó un cuento al niño.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Le enseñó letras, palabras o números nuevos.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Le enseñó canciones o música.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Habló sobre la herencia étnica o la historia familiar del niño	<input type="checkbox"/>	<input type="checkbox"/>	
*Lo ayudó a hacer la tarea.....	<input type="checkbox"/>	<input type="checkbox"/>	

33. El **año pasado**, ¿alguien de su familia hizo alguna de las siguientes actividades con el niño? Si la respuesta es «Sí», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces, aproximadamente?
*Fue a una obra de teatro, un concierto u otro espectáculo en vivo.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Visitó una galería de arte, un museo o un sitio histórico.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Fue a un zoológico o un acuario.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Asistió a un evento patrocinado por una comunidad o grupo étnico o religioso.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Visitó un parque, una zona de juegos, un gimnasio o una piscina local.....	<input type="checkbox"/>	<input type="checkbox"/>	

34. ¿Hasta dónde cree que llegará el niño en la escuela?*

- No terminará la secundaria
- Obtendrá un diploma de la escuela secundaria o GED
- Conseguirá un diploma de la escuela secundaria y completará una escuela técnica o el servicio militar
- Completará al menos un año de la universidad
- Obtendrá un diploma universitario
- No sé

35. Si el niño asistió a la escuela primaria el año pasado, ¿usted fue a la escuela primaria del niño?*

- El niño no asistió a la escuela primaria el año pasado (pase a la 36)
- No, excepto cuando lo inscribió, lo llevó hasta allí o lo fue a buscar (pase a la 36)
- Sí (haga la pregunta 35a)

35a. ¿Cuáles fueron los motivos y cuántas veces aproximadamente?

Si la respuesta es «Sí», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces, aproximadamente?
*Para una conferencia o charla informal con la maestra del niño o el director.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para observar las actividades del salón de clase.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para asistir a un evento escolar en el que participó su hijo, como una obra teatral, un espectáculo de arte o una fiesta.	<input type="checkbox"/>	<input type="checkbox"/>	
*Para asistir a programas después de la escuela como manualidades o música.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para reunirse con una organización de padres y maestros como la PTA.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para una reunión del comité consultivo de padres.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en la oficina, la cafetería o la biblioteca de la escuela.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en el salón de clase de su hijo.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en los proyectos o viajes de la escuela.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Otro (describa):	<input type="checkbox"/>	<input type="checkbox"/>	

«Los padres tienen diferentes puntos de vista sobre su capacidad para ayudar a que su hijo progrese en la escuela.

Indique en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes declaraciones. Piense sobre *el año escolar actual* cuando considere cada declaración. Piense en su hijo cuando contesta estas preguntas».

36. Yo estoy _____ con esta declaración:

	Totalmente en desacuerdo	En desacuerdo	Parcialmente en desacuerdo	Parcialmente de acuerdo	De acuerdo	Totalmente de acuerdo
*Sé cómo ayudar a mi hijo para que tenga un buen rendimiento en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*No sé si me hago entender con mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*No sé cómo ayudar a mi hijo a que obtenga buenas calificaciones en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Siento que mis esfuerzos para ayudar a mi hijo a aprender son exitosos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Otros niños tienen más influencia en las calificaciones de mi hijo que yo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*No sé cómo ayudar a mi hijo a aprender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Logré un cambio importante en el rendimiento escolar de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Me siento bien recibido en esta escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Se valoran mis consejos y mi apoyo al aprendizaje de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Participo en la educación de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*El maestro de mi hijo me alienta a hacer preguntas sobre el trabajo de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Comprendo el desarrollo de las capacidades de alfabetización temprana en los niños.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Comprendo el plan de estudios de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Conozco las necesidades de aprendizaje de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

«Los padres tienen diferentes creencias sobre su nivel de responsabilidad en la educación de sus hijos.

Responda a las siguientes declaraciones al indicar el grado de responsabilidad que cree que tiene. Piense sobre *el año escolar actual* cuando considere cada declaración. Piense en su hijo cuando contesta estas preguntas».

37. Creo que es **mi** responsabilidad:

	Totalmente en desacuerdo	En desacuerdo	Parcialmente en desacuerdo	Parcialmente de acuerdo	De acuerdo	Totalmente de acuerdo
*Comunicarme regularmente con el maestro de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Ayudar a mi hijo con la tarea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Apoyar las decisiones que toma el maestro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Mantenerme al día con los asuntos escolares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Hablar con mi hijo sobre el día escolar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¡Gracias por haber presentado la información inicial para esta familia! Si no pudo presentarla debido a la falta del formulario de consentimiento, asegúrese de regresar y completar el proceso una vez que el formulario necesario esté registrado. ¡Además, recuerde entregar la información solicitada (es decir, el formulario de consentimiento y los puntajes de evaluación) para esta familia y las demás familias que participan en su programa!

APPENDIX B

Toyota Family Literacy Program: Post Family Interview

(English & Spanish)

**Toyota Family Literacy Program:
Post Family Interview**

COPY: INTERNET SUBMISSION ONLY

Please complete each of the following questions about the Toyota Family Literacy Program in which this family is enrolled and each of the dates regarding the collection of the information being reported.

Red * indicates required field. If all required fields are not complete, you will not be able to go to the next page of the interview or submit the interview.

*City _____ *School _____

*Date of Enrollment _____ *Date of Interview _____
(MM/DD/YYYY) (MM/DD/YYYY)

*Today's Date _____
(MM/DD/YYYY)

This information is to be collected from your families in an interview format. Words describing each question are to guide you into a new section of questions and may be read aloud to the interviewee. Remember, accurate data are important.

false

Begin the interview by saying, "We are working with the National Center for Family Literacy to learn about families enrolling in family literacy programs across the country. Today, I'd like to ask you some questions about you and the child enrolled in family literacy with you. Remember, the child should be the one selected at enrollment as the focus child and should be in *Kindergarten - 3rd grade.*"

1. What is **your** full name?

**First* **Middle* **Last*

**Name adult would like to be called*

2. What is **your** date of birth? (MM/DD/YYYY)* _____

3. What is the **child's** full name?

**First* **Middle* **Last*

**Name child should be called*

4. What is the **child's** date of birth? (MM/DD/YYYY)* _____

"First, I have a few questions about your background and current family status."

5. Does the **child** *currently* receive free or reduced lunch?

- No
- Yes
- Prefer not to respond

6. What is **your** marital status?*

- Not married
- Married
- Other (describe) _____

7. How many children (under 18 years of age) live in **your** home?* _____

8. What language(s) is(are) spoken in **your** home?*

- English
- Spanish
- English and Spanish equally
- More English than Spanish
- More Spanish than English
- Other (describe) _____

"Now, I would like to ask you some questions about your employment situation."

9. Do **you** *currently* receive government assistance?

- No
- Yes
- Prefer not to respond

10. Please tell me which of the following is true about **your** employment situation.*

- Not currently employed (*skip to 11*)
- Currently employed (*ask question 10a and 10b*)
- Prefer not to respond (*skip to 11*)

10a. How many hours a week do **you** work? * _____

10b. Do you receive any benefits with your job?*

- None (job provides no benefits)
- Health insurance
- Paid vacation
- Paid sick leave
- Retirement plan

“The next question I would like to ask you is about your learning goals.”

11. Listed below are the same statements concerning goals that were presented during the *Initial Family Interview*. Adults were asked to rank these goals from one to five, where **one** was *most* important to you and **five** was *least* important to you. Please tell me your original order of importance.*

(Interviewer: read list and ask for most important goal.)

_____ To get a paying job, upgrade my skills to keep current job, or get a better job

_____ To earn a GED certificate or high school diploma

_____ To improve my literacy and English language skills

_____ To obtain the knowledge necessary to pass the U.S. citizenship test

_____ To become a better teacher of my child

Now, please tell me what **you feel your** progress is towards accomplishing **your** goals.

(Interviewer: please ask for adult's feelings of accomplishment.)

No progress made

Made progress towards

Accomplished/Achieved

"Now, I am going to ask you questions about yourself and the different activities that you may do."

12. Here is a list of some things that people may read. Please indicate whether **you** read the materials weekly and in which language(s).

(Interviewer: Read the list, if the learner responds "Yes," probe for which language.)

	English Only	Native language Only (e.g., Spanish)	Native language & English equally	More English than native language	More native language than English	I do not read weekly
* Advertisements in the mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Letters, bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Coupons.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Labels on food, cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Religious materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Instructions, bus schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Street signs, bus signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Newspaper.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* TV Guide or other television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Magazines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Books.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* School communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do **you** have a library card?*

No

Yes

14. In a month, about how many times do **you** visit a public library?* _____

15. In which language(s) do **you** usually watch television?*

English

Native language

English & native language equally

More in English than in native language

More in native language than in English

I do not watch television

"Many of these questions ask about child-related activities and behaviors. Think about the *child* when answering these questions."

16. In which language(s) does the **child** usually watch television?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English
- Child does not watch television

17. On average, how many times a week do you or does someone in your family **read to** the child?*

- Not at all (*skip to 18*)
- Once a week (*ask question 17a*)
- Twice a week (*ask question 17a*)
- Three times a week (*ask question 17a*)
- Four times a week (*ask question 17a*)
- Five times a week (*ask question 17a*)
- Six times a week (*ask question 17a*)
- Every day (*ask question 17a*)
- Unable to read to child (*skip to 18*)

17a. Typically, in which language(s) do you **read to** the child?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English

18. On average, how many times a week do you or does someone in your family **listen to the child read**?*

- Not at all (*skip to 19*)
- Once a week (*ask question 18a*)
- Twice a week (*ask question 18a*)
- Three times a week (*ask question 18a*)
- Four times a week (*ask question 18a*)
- Five times a week (*ask question 18a*)
- Six times a week (*ask question 18a*)
- Every day (*ask question 18a*)
- Child unable to read (*skip to 19*)

18a. Typically, in which language(s) do you **listen to** the child read?*

- English
- Native language
- English & native language equally
- More in English than in native language
- More in native language than in English

19. In the **past week**, has anyone in your family done the following things with the child?
If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many times?
*Told your child a story	<input type="checkbox"/>	<input type="checkbox"/>	
*Taught your child new letters, words or numbers	<input type="checkbox"/>	<input type="checkbox"/>	
*Taught your child songs or music	<input type="checkbox"/>	<input type="checkbox"/>	
*Talked with child about child's family history or ethnic	<input type="checkbox"/>	<input type="checkbox"/>	
*Helped your child with homework	<input type="checkbox"/>	<input type="checkbox"/>	

20. In the **past year**, has anyone in your family done the following things with the child?
If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many times?
*Gone to a play, concert, or other live show	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited art gallery, museum, or historical site	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited a zoo or aquarium	<input type="checkbox"/>	<input type="checkbox"/>	
*Attended an event sponsored by a community, ethnic or religious group	<input type="checkbox"/>	<input type="checkbox"/>	
*Visited a local park, playground, gym, or swimming	<input type="checkbox"/>	<input type="checkbox"/>	

21. How far in school do you think the child will go?*

- Won't finish high school
- Will earn a high school diploma/GED
- Will earn a high school diploma and complete technical school or military service
- Will complete at least one year of college
- Will earn a college degree
- Don't know

22. Did **you** go to the child's elementary school this school year?*

- No, other than to enroll, drop off or pick up child (*skip to 23*)
- Yes (*ask question 22a*)

22a. What were the reasons and about how many times?

If "yes," enter the estimated number of times in the response blank.

	No	Yes	About how many
*For a conference or informal talk with child's teacher, director or principal	<input type="checkbox"/>	<input type="checkbox"/>	
*To observe classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	
*To attend a school event in which your child participated, such as a play, art show or party	<input type="checkbox"/>	<input type="checkbox"/>	
*To attend after school programs, such as crafts or music	<input type="checkbox"/>	<input type="checkbox"/>	
*To meet with a parent-teacher organization, such as the PTA	<input type="checkbox"/>	<input type="checkbox"/>	
*For a parent advisory committee meeting	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer in the school office, cafeteria or library	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer in your child's classroom	<input type="checkbox"/>	<input type="checkbox"/>	
*To volunteer for school projects or trips	<input type="checkbox"/>	<input type="checkbox"/>	
*Other	<input type="checkbox"/>	<input type="checkbox"/>	

"Parents feel differently about their ability to help their child succeed in school.

Please indicate how much you agree or disagree with each of the following statements. Please think about *the current school year* as you consider each statement. Think about the child when answering these questions."

23. I _____ with this statement:

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
*I know how to help my child do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know if I'm getting through to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know how to help my child make good grades in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I feel successful about my efforts to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Other children have more influence on my child's grades than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I don't know how to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I make a significant difference in my child's school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I feel welcome at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*My guidance and support of my child's learning is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I am involved in my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*My child's teacher encourages me to ask questions about my child's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I understand the development of early literacy skills in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I understand my child's curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*I am knowledgeable about my child's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

"Parents have many different beliefs about their level of responsibility in their children's education.

Please respond to the following statements by indicating the degree to which you believe you are responsible. Please think about *the current school year* as you consider each statement. Think about the child when answering these questions."

24. I believe that it is **my** responsibility to:

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
*Communicate with my child's teacher regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Help my child with homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Support decisions made by the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Stay on top of things at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Talk with my child about the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for submitting the post information for this family! If you were not able to submit this family's information because of lack of consent form, please be sure to come back and complete the process once the necessary form is on record. Remember to submit the required information (i.e., consent form and assessment scores) for this family and the other families participating in your program!

Programa de Educación Familiar de Toyota: Entrevista Familiar Posterior

COPIA: PRESENTACIÓN POR INTERNET SOLAMENTE

Complete cada una de las siguientes preguntas sobre el Programa de Educación Familiar de Toyota (TFLP, por sus siglas en inglés) en el que esté inscrita esta familia y todas las fechas relacionadas con la recopilación de la información que se registra.

El * de color rojo indica los campos obligatorios. Si no completa todos los campos obligatorios, no podrá ir a la página siguiente de la entrevista *ni* presentarla.

*Ciudad _____ *Escuela _____

*Fecha de inscripción _____ *Fecha de la entrevista _____
(MM/DD/AAAA) (MM/DD/AAAA)

*Fecha de hoy _____
(MM/DD/AAAA)

Esta información se recopilará de sus familias en formato de entrevista. Las palabras que describen cada pregunta lo guiarán en una nueva sección de preguntas y pueden leerse en voz alta al entrevistado. Recuerde que los datos precisos son importantes.

false

Comience la entrevista diciendo: «Estamos trabajando con el Centro Nacional para la Educación Familiar para informarnos sobre familias inscritas en los programas de educación familiar de todo el país. Hoy me gustaría hacerle algunas preguntas sobre usted y el niño inscrito en la educación familiar con usted. Recuerde que *el niño debe ser el que sea seleccionado en la inscripción como el niño principal y debe estar en los niveles desde jardín de infantes hasta 3^{er} grado*». ¿Cuál es **su** nombre completo?

*Primer nombre

*Segundo nombre

*Apellido

*Nombre por el cual el adulto desea que lo llamen

1. ¿Cuál es **su** fecha de nacimiento? (MM/DD/AAAA)*

2. ¿Cuál es el nombre completo **del niño**?

*Primer nombre

*Segundo nombre

*Apellido

*Nombre por el cual se debe llamar al niño

3. ¿Cuál es la fecha de nacimiento **del niño**? (MM/DD/AAAA)*

«Primero, le haré unas preguntas sobre sus antecedentes y estado familiar actual».

4. ¿El **niño** recibe *actualmente* almuerzo gratis o reducido?

No

Sí

Prefiere no responder

5. ¿Cuál es **su** estado civil?*

Soltero

Casado

Otro (describa) _____

6. ¿Cuántos hijos (menores de 18 años de edad) viven en **su** hogar?*

7. ¿Qué idiomas se hablan en **su** hogar?*

- Inglés
- Español
- Inglés y español por igual
- Más inglés que español
- Más español que inglés
- Otro (describa) _____

«Ahora me gustaría preguntarle sobre su situación laboral».

8. ¿Recibe **usted** *actualmente* ayuda del gobierno?

- No
- Sí
- Prefiere no responder

9. Dígame cuál de las siguientes afirmaciones es verdadera sobre **su** situación laboral.*

- No tiene empleo actualmente (*pase a la 11*)
- Tiene empleo actualmente (*haga la pregunta 10a y 10b*)
- Prefiere no responder (*pase a la 11*)

10a. ¿Cuántas horas por semana trabaja **usted**?* _____

10b. ¿Recibe algún beneficio por su empleo?*

- Ninguno (el empleo no le brinda beneficios)
- Seguro médico
- Vacaciones pagadas
- Licencia por enfermedad con goce de sueldo
- Plan de retiro

«La próxima pregunta que me gustaría hacerle es sobre sus objetivos de aprendizaje».

10. A continuación se enumeran las mismas declaraciones relacionadas con los objetivos que se presentaron durante la *Entrevista Familiar Inicial*. Se les pidió a los adultos que clasifiquen estos objetivos del uno al cinco, donde **uno** era el *más* importante y **cinco** era el *menos* importante para usted. Dígame su orden de importancia original.*

(Entrevistador: Lea la lista y pregunte cuál es el objetivo más importante.)

- _____ Conseguir un empleo pagado, mejorar mis capacidades para mantener el empleo actual, u obtener un mejor empleo
- _____ Obtener un certificado GED o un diploma de la escuela secundaria
- _____ Mejorar mi educación y mis habilidades lingüísticas en inglés
- _____ Obtener el conocimiento necesario para aprobar el examen de ciudadanía de los Estados Unidos
- _____ Convertirme en un mejor maestro de mi hijo

Ahora, dígame **lo que usted cree que su progreso es** con respecto al logro de **sus objetivos**.

(Entrevistador: Pregunte los sentimientos de logro del adulto.)

- No hay ningún progreso
- Progresó algo
- Logró o alcanzó

«Ahora le voy a hacer preguntas sobre usted y las diferentes actividades que puede hacer».

11. A continuación le presentamos una lista de algunos materiales que pueden leer las personas. Indique si lee los materiales semanalmente y en qué idiomas.

(Entrevistador: Lea la lista, si el estudiante responde «Sí», pregunte sobre qué idioma.)

	Inglés solamente	Idioma nativo solamente (Por ejemplo, español)	Idioma nativo e inglés por igual	Más inglés que idioma nativo	Más idioma nativo que inglés	No leo semanalmente
*Anuncios en el	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Cartas,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Cupones.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Etiquetas en los alimentos, recetas de	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Instrucciones, horarios del autobús.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Letreros de la calle, letreros del	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Periódico.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Guía de televisión u otro listado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Revistas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Libros.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Comunicados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. ¿Tiene **usted** una tarjeta de biblioteca?*

No

Sí

13. En un mes, ¿aproximadamente cuántas veces visita **usted** alguna biblioteca pública?

14. * _____

15. ¿En qué idiomas mira **usted** televisión generalmente?*

Inglés

Idioma nativo

Inglés y su idioma nativo por igual

Más en inglés que en su idioma nativo

Más en su idioma nativo que en inglés

No miro televisión

«Muchas de estas preguntas tratan sobre las actividades y los comportamientos relacionados con su hijo. Piense en él cuando contesta estas preguntas».

16. ¿En qué idiomas mira televisión el **niño** generalmente?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés
- El niño no mira televisión

17. En promedio, ¿cuántas veces por semana usted o alguien de su familia le **leen al** niño?*

- Ninguna (*pase a la 18*)
- Una vez por semana (*haga la pregunta 17a*)
- Dos veces por semana (*haga la pregunta 17a*)
- Tres veces por semana (*haga la pregunta 17a*)
- Cuatro veces por semana (*haga la pregunta 17a*)
- Cinco veces por semana (*haga la pregunta 17a*)
- Seis veces por semana (*haga la pregunta 17a*)
- Todos los días (*haga la pregunta 17a*)
- No puede leerle al niño (*pase a la 18*)

17a. Generalmente, ¿en qué idiomas le **lee al** niño?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés

18. En promedio, ¿cuántas veces por semana usted o alguien en su familia **escuchan** leer al niño?*

- Ninguna (pase a la 19)
- Una vez por semana (haga la pregunta 18a)
- Dos veces por semana (haga la pregunta 18a)
- Tres veces por semana (haga la pregunta 18a)
- Cuatro veces por semana (haga la pregunta 18a)
- Cinco veces por semana (haga la pregunta 18a)
- Seis veces por semana (haga la pregunta 18a)
- Todos los días (haga la pregunta 18a)
- El niño no puede leer (pase a la 19)

18a. Generalmente, ¿en qué idiomas escucha **leer al** niño?*

- Inglés
- Idioma nativo
- Inglés y su idioma nativo por igual
- Más en inglés que en su idioma nativo
- Más en su idioma nativo que en inglés

19. La **semana pasada**, ¿alguien de su familia hizo alguna de las siguientes actividades con el niño? Si la respuesta es «Sí», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces aproximadamente?
*Le contó un cuento al niño.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Le enseñó letras, palabras o números nuevos.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Le enseñó canciones o música.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Habló sobre la herencia étnica o la historia familiar del niño	<input type="checkbox"/>	<input type="checkbox"/>	
*Lo ayudó con la tarea para el hogar.....	<input type="checkbox"/>	<input type="checkbox"/>	

20. El **año pasado**, ¿alguien de su familia hizo alguna de las siguientes actividades con el niño? Si la respuesta es «Sí», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces, aproximadamente?
*Fue a una obra de teatro, un concierto u otro espectáculo en vivo.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Visitó una galería de arte, un museo o un sitio histórico.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Fue a un zoológico o un acuario.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Asistió a un evento patrocinado por una comunidad o grupo étnico o religioso.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Visitó un parque, una zona de juegos, un gimnasio o una piscina local.....	<input type="checkbox"/>	<input type="checkbox"/>	

21. ¿Hasta dónde cree que llegará el niño en la escuela?*

- No terminará la secundaria
- Obtendrá un diploma de la escuela secundaria o GED
- Conseguirá un diploma de la escuela secundaria y completará una escuela técnica o el servicio militar
- Completará al menos un año de la universidad
- Obtendrá un diploma universitario
- No sé

22. ¿Visitó la escuela primaria de su hijo este año escolar?*

- No, excepto cuando lo inscribió, lo llevó hasta allí o lo fue a buscar (*pase a la 23*)
- Sí (*haga la pregunta 22a*)

22a. ¿Cuáles fueron los motivos y cuántas veces aproximadamente?

Si la respuesta es «SÍ», ingrese el número aproximado de veces en el espacio de respuesta.

	No	Sí	¿Cuántas veces, aproximadamente?
*Para una conferencia o charla informal con la maestra del niño o el director.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para observar las actividades del salón de clase.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para asistir a un evento escolar en el que participó su hijo, como una obra teatral, un espectáculo de arte o una fiesta.	<input type="checkbox"/>	<input type="checkbox"/>	
*Para asistir a programas después de la escuela como manualidades o música.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para reunirse con una organización de padres y maestros como la PTA.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para una reunión del comité consultivo de padres.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en la oficina, la cafetería o la biblioteca de la escuela.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en el salón de clase de su hijo.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Para ofrecerse como voluntario en los proyectos o viajes de la escuela.....	<input type="checkbox"/>	<input type="checkbox"/>	
*Otro (<i>describa</i>):	<input type="checkbox"/>	<input type="checkbox"/>	

«Los padres tienen diferentes puntos de vista sobre su capacidad para ayudar a que su hijo progrese en la escuela.

Indique en qué medida está de acuerdo o en desacuerdo con cada una de las siguientes declaraciones. Piense sobre *el año escolar actual* cuando considere cada declaración. Piense en su hijo cuando contesta estas preguntas».

23. Yo estoy _____ con esta declaración:

	Totalmente en desacuerdo	En desacuerdo	Parcialmente en desacuerdo	Parcialmente de acuerdo	De acuerdo	Totalmente de acuerdo
* Sé cómo ayudar a mi hijo para que tenga un buen rendimiento en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* No sé si me hago entender con mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* No sé cómo ayudar a mi hijo a que obtenga buenas calificaciones en la escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Siento que mis esfuerzos para ayudar a mi hijo a aprender son exitosos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Otros niños tienen más influencia en las calificaciones de mi hijo que yo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* No sé cómo ayudar a mi hijo a aprender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Logré un cambio importante en el rendimiento escolar de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Me siento bien recibido en esta escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Se valoran mis consejos y mi apoyo al aprendizaje de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Participo en la educación de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* El maestro de mi hijo me alienta a hacer preguntas sobre el trabajo de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Comprendo el desarrollo de las capacidades de alfabetización temprana en los niños.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Comprendo el plan de estudios de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Conozco las necesidades de aprendizaje de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

«Los padres tienen diferentes creencias sobre su nivel de responsabilidad en la educación de sus hijos.

Responda a las siguientes declaraciones al indicar el grado de responsabilidad que cree que tiene. Piense sobre *el año escolar actual* cuando considere cada declaración. Piense en su hijo cuando contesta estas preguntas».

24. Creo que es **mi** responsabilidad:

	Totalmente en desacuerdo	En desacuerdo	Parcialmente en desacuerdo	Parcialmente de acuerdo	De acuerdo	Totalmente de acuerdo
*Comunicarme regularmente con el maestro de mi hijo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Ayudar a mi hijo con la tarea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Apoyar las decisiones que toma el maestro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Mantenerme al día con los asuntos escolares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Hablar con mi hijo sobre el día escolar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¡Gracias por haber presentado la información posterior para esta familia! Si no pudo presentarla debido a la falta del formulario de consentimiento, asegúrese de regresar y completar el proceso una vez que el formulario necesario esté registrado. ¡Además, recuerde entregar la información solicitada (es decir, el formulario de consentimiento y los puntajes de evaluación) para esta familia y las demás familias que participan en su programa!

APPENDIX C

Status of Request for Expedited Review



Status of Request for Expedited Review

(For Board Use Only)

Date: January 20, 2010

Proposal Number: 2010-04

Title of Project: Toyota Family Literacy Project

Principal Investigator(s) and Co-Investigator(s): Regina R. Stewman

- Research approved.
- Approved with modifications, per the additional information provide on Feb. 2, 2010.
- Committee requests further information before a decision can be made.
- This proposal has been denied.
-

I have considered your request for an **expedited review**, and my decision is marked above. Please review the appropriate text below for the decision that was rendered regarding your proposal:

Research Approved: If your protocol has been approved, please note that your project has IRB approval from today for a period of one year and you are free to proceed with data collection. If this study continues unchanged for longer than one year, you will need to submit a **Request for Project Continuation**. If there are changes to the research design or data that is collected, you will need to submit a **Request for Amendment to Approved Research** form. The IRB reserves the right to observe, review and evaluate this study and its procedures during the course of the study.

Approved with Modifications: If approved with modifications, you are allowed to proceed with data collection provided that the required modifications (as submitted) are in place. If this study continues unchanged from that amended protocol for more than one year, you will need to submit a **Request for Project Continuation**. If this study continues for more than one year and there are changes to the research design or data that is collected, you will need to submit a **Request for Amendment to Approved Research** form.

Committee requests further information: Please see the attached document and use it to guide required modifications, then re-submit your request.

This proposal has been denied: See the attached document for an explanation of why your proposal has been denied.

A handwritten signature in cursive script, appearing to read "Ken Pearson York".

Chair, Harding University Institutional Review Board