

Table 1
Summary of Studies of Prison-Based Family Literacy Programs

Reference	Adult Pop.	Descriptors	Findings
Literacy Assistance Center (2003). <i>Perspectives on Family Literacy</i> . New York (ERIC DOC: ED480836)	12 incarcerated mothers; Pennsylvania Even Start	10 week, 1 morning per week, "literacy enhancement" program journal writing, written and oral narratives, to share similar life experiences mothers published 2 books goal: to ↑ mother-child interactions through teleconferencing, recorded books & messages holistic program combining life-skill, health ed, parenting, personal development	<u>+ effects</u> ↑ journaling ↑ communication with children ↑ engagement with literacy program <u>concerns</u> lock downs caused ↑ interruptions children could not pick out books
Geraci, P. M. (2000). Reaching out the write way. <i>Journal of Adolescent and Adult Literacy</i> , 43, 632-637.	fathers in a MN State maximum-security prison system	GED students reading on 6-12 grade level men wrote books for children, parents, siblings tutors trained by local graphic artist in storybook writing and bookmaking goal: ↑ open and honest communication between prisoners and family members	<u>+ effects</u> ↑ self revelation among prisoners apology to parent for harm caused ↑ self confidence in writing men related to each other more supportively and openly in the classroom than in other prison settings <u>concerns</u> outside this class, fathers rarely interacted with children while incarcerated
Martin, B. A. (1991). <i>Where are the fathers in family literacy?</i> (Final Rep. No. 98-1032). Bethlehem, PA: Northampton Community College	10 fathers, ages 21-36, in a PA State prison	16 weeks, 4hrs/ week literacy classes for young fathers and their children goal: determine best reading methods specific to father's role in family literacy; to develop a curriculum for literacy learning for young fathers	<u>+ effects</u> ↑ fathers' literacy skills ↑ fathers' acceptance of self as positive role model <u>concerns</u> children were not able to participate in curriculum development

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		<p>focus: parental awareness, modeling parenting skills, selecting high-interest books and books with positive male & female role models</p> <p>read alouds</p> <p>language experience stories; father-child combined writing</p>	
Northampton Community College. (1995). <i>When bonds are broken: Family literacy for incarcerated fathers and their children</i> . (Final Rep. Year Three July 1, 1994 - June 30, 1995). Bethlehem, PA: Author.	<p>150 incarcerated fathers, North Hampton Co (PA) Prison</p> <p>in ABE, ESL or GED classes</p> <p>Hispanic 38%</p> <p>Black 32%</p> <p>White 33%</p>	<p>10-12 fathers per cycle, each cycle was 10 weeks long and included 6 hours literacy and 6 hours parenting, per week</p> <p>weekly communication with children through letter writing, pictures, taped readings of storybooks</p> <p>bi-weekly visitations with planned literacy activities</p> <p>family liaison worker visited homes, and assisted with communications among father, children, caregivers, prison staff</p> <p>volunteer tutors</p> <p>after parole classes to help with reintegration</p>	<p><u>+ effects</u></p> <p>average reading gains in one-year time frame (TAI) = 1.7 grade equivalents</p> <p>recidivism rates (compared to 80% general rate):</p> <p>year one: 49%</p> <p>year two: 27%</p> <p>↑ gentle and attentive attitudes of fathers</p> <p>↑ participation rate of caregivers (95% participated)</p> <p>↑ linkages with Lehigh U. & other schools, church</p> <p>↑ institution support, e.g. special housing for participants)</p> <p><u>concerns</u></p> <p>need to expand ancillary programs. e.g., drug treatment</p> <p>caregivers' low self esteem needs to be addressed</p> <p>e.g., intensive al-anon support to work through co-dependency issues</p>
Parecki, A. D., Paris, S. G., & Seidenberg, J. L. (1996). <i>Characteristics of Effective Family Literacy Programs in Michigan</i> . (No. TR96-07). Philadelphia: University of Pennsylvania. National Center on Adult Literacy.	<p>incarcerated fathers, ages 19-45, Michigan State prison; mid-to-high level readers</p>	<p>16 weeks, 2 classes/ week, 2 hours/class; 30 students per class</p> <p>Parents as Partners in Reading program</p> <p>3-phase voluntary program: (a) coaching/modeling, (b) peer practice, (c) father-child reading in visiting room</p>	<p><u>+ effects</u></p> <p>theoretically sound model</p> <p>creative and adaptive attempt to promote family lit</p> <p><u>concerns</u></p> <p>not a comprehensive FL program</p> <p>no formal evaluation done</p>

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<p>Gadsden, V., Muth, W., Davis, J. E., Jacobs, C., Edwards, M., LaPoint, V., & Slaughter-Defoe, D. (2005, April). <i>Children of incarcerated parents: The implications of parent absence for children's lives at school and home</i>. Paper presented at the meeting of the American Education Research Association, Montreal.</p>	<p>30 incarcerated fathers from one private and one Federal U.S. prison</p>	<p>goal: to encourage fathers to read storybooks to their children</p> <p>comparison of summer camp, video conferencing, recorded story book reading programs across two institutions</p>	<p><u>+ effects</u> some academic improvement since child reconnect with incarcerated father</p> <p><u>concerns</u> 50% caregivers contacted by children's schools for negative behavior</p> <p>secretive nature of father's incarceration: shame, fi labeling/judging on part of caregivers, but when tr exists, caregivers do tell teachers</p> <p>children & caregivers have "normal" range of goal child; but limited understanding of how to achieve goals</p> <p>children jealous of peers with fathers; very "tuned to fathers children increasingly missed fathers, idealized ther struggled with resentment, disillusionment, and affection for father</p>
<p>Hudson River Center (2001). <i>Bringing family literacy to incarcerated settings: An instructional guide. From incarceration to productive lifestyle</i>. Glenmont, NY: Hudson River Center for Program Development, Inc.</p>	<p>female and male prisoners in 11 NY State correctional facilities</p>	<p>strong rationale for family literacy programs in prison</p> <p>numerous program designs and family literacy models</p> <p>guide for practitioners to implement FL programs in prison</p>	<p>some prison-based literacy programs add a stand-a family lit component</p> <p>others contextualize literacy within a family or parenting framework; for e.g.,</p> <ol style="list-style-type: none"> i. using children's lit to practice reading, discuss morals of story ii. providing reading materials contextualized around parenting iii. contextualizing math lessons (e.g. fractions around cooking) iv. writing resumes and practice filling out school forms

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Genisio, M. H. (1996). Breaking barriers with books: A father's book-sharing program from prison. <i>Journal of Adolescent and Adult Literacy</i> , 40, 92-100.	7 medium security fathers	family visits 5 2-hour workshops to support storybook reading experiences weekly parent support meetings dialoguing through journals observation of visiting room interactions	vi. practicing job interviews fathers gained proficiency in storybook reading fathers increased their ownership of the program; € <ul style="list-style-type: none"> helping to establish goals supporting each others' literacy needs organizing activities in visiting room for other children continuing the support group after the official program ended
