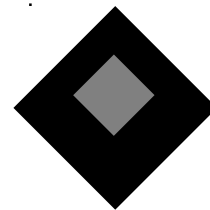


Appendix 1

Research Matrix



Author(s)	Date	Purpose	Scope	Design
Anderson	1994	To describe family literacy programs	Family literacy programs in Colorado (3-year period)	Surveys, case studies (3); analysis not specified
Association for Community Based Education	1993	To identify effective strategies, structures, and approaches	14 community-based family literacy programs	Observation, document analysis, interviews (adult participants, teachers, program administrators); case studies (no analysis details provided)
DeBruin-Parecki, Paris, & Seidenberg	1996	To identify popular models and practices in Michigan's family literacy programs	50 family literacy programs (11 of these for more in-depth study)	Phone and mail surveys, interviews, observation; analysis not specified
Elish-Piper	1996-97	To describe participants' literacy uses and program response	13 families from 1 program	Interviews, dialogue journals, observations, documents; constant-comparative method
Elish-Piper	2000	To examine the extent to which the adult education component of urban family literacy programs incorporates family strengths, needs, and goals	67 urban family literacy programs in the Midwest	Survey, interview; frequencies, qualitative thematic analysis
Handel	1996	To describe a field-based professional development project	90 K-3 teachers, 1987-1995	Field notes, surveys, interviews, videotapes; content analysis and constant-comparative method
Handel	1999	To investigate the meaning of involvement in a family literacy	7 women from 1 program	Interviews, observations, surveys; inductive analysis using grounded theory
Iglitzin & Wandschneider	1993-94	To evaluate Even Start programs in the state of Washington	134 families from 18 programs	Standardized assessments, surveys, interviews; pre-post analysis
Linder & Elish-Piper	1995	To explore how parents in a family literacy program used dialogue journals	16 parents from 1 program	Dialogue journals, interviews, observations; constant-comparative method

Appendix 1

Author(s)	Date	Purpose	Scope	Design
Morrow & Young	1996, 1997	To determine effects of a family literacy program on children, parents, and teachers	28 families (focal children in grades 1-3) in experimental group	Informal and standardized assessments pre and post, interviews; analysis of covariance, frequencies of response to interview questions
National Center for Family Literacy	1994	To describe impact of family literacy participation on adults and children	500 families from 32 family literacy programs	Standardized assessments, participation data, informal assessments, surveys; statistical analyses
Neuman	1995	To develop and evaluate a family literacy book club	1 program	Journals, checklists, standardized assessments, audiotapes of sessions; interactional analysis, pre-post assessments
Neuman	1996	To examine an intervention strategy designed to provide access to literacy materials and opportunities for parent-child reading	Parents and children from 6 Head Start programs in 3 schools	Standardized assessments, informal assessments, observations; statistical analysis (experimental/control)
Neuman, Caperelli, & Kee	1998	To understand how participant families described their involvement in family literacy programs	Current students, dropouts, and program graduates (n=53)	Interviews; analysis not specified
Nurss & Singh	1993	To investigate low attendance and retention problems in 1 family literacy program	90 K-3 teachers, 1987-1995	Field notes, surveys, interviews, videotapes; content analysis and constant-comparative method
Paratore	1992	To examine the influence of family literacy participation on parents' literacy	367 adults from 1 project (article focuses on 10; data gathered)	Informal assessments, documents, surveys; pre-post analysis, descriptive statistics
Purcell-Gates	1994	To examine the relationships among children's learning about print, parents' literacy levels, and uses of print in the home	24 children from 20 families	Observation, informal assessments; inductive analysis, correlations
Purcell-Gates, L'Allier, & Smith	1995	To describe uses of print at home	4 families (part of a larger study)	Observation, document analysis; determined frequency and type according to framework proposed by Teale

Appendix 1

Author(s)	Date	Purpose	Scope	Design
Quintero	1999	To investigate participatory settings involving children, parents, teachers, and family literacy groups operating in conjunction with Head Start	2 bilingual family literacy programs over 3 years	Videotapes, field notes, interviews; qualitative analysis framed by critical theory, social constructivist theory, and social theory
Rasinski & Padak	1993	To identify issues related to initiating Even Start programs	8 programs	Survey; thematic analysis, frequencies
Rasinski & Padak	1994	To identify "critical moments" in the establishment of Even Start programs	8 programs	Survey; thematic analysis, frequencies
Rasinski & Padak	1995	To describe attempts to develop integrated curricula in Even Start programs	8 programs	Survey; analysis not specified
Rodriguez-Brown, Li, & Albom	1999	To explore effects of a family literacy program for new Hispanic immigrants over 2-year period	Mothers from 60 families who participated in project	Interviews, questionnaires; frequencies, percentages, bivariate correlational analyses
Roe	1999	To determine whether "traditional" GED programs or family literacy programs produce better results	All students who entered 2 programs over a 4.5-month period	Classroom records, test result, informal questioning
Roth, Myers-Jennings, & Stowell	1997	To describe participant perspectives	11 participants from 1 program	Interviews; constant-comparative method
Smith & Simic	1992	To describe and evaluate year 2 of the Parents Sharing Books program	Volunteers from 28 sites	Surveys (parents and students), interviews; pre-post analysis (analysis procedures for interview data not specified)
Smith & Simic	1993	To evaluate Parents Sharing Books, a 2.5-year family literacy program for middle school students	Parents, students, and program leaders from 100 programs (71% of total)	Questionnaires (program leaders), surveys (parents and students), case study interviews; pre-post comparisons (other analyses not specified)

Appendix 1

Author(s)	Date	Purpose	Scope	Design
Tadros	1995	To determine factors related to parent participation in adult education programs	815 families from 1991 National Household Education Survey	Telephone survey of 60,000 adults; t-tests, correlations; multiple regression analyses
Tao, Gamse, & Tarr	1998	To describe Even Start program implementation, 1994-1997	600 Even Start programs	Required national evaluation instruments; descriptive statistics
Tao, Khan, & Arriola	1998	To describe tribal Even Start programs	8 programs	Surveys; descriptive and inferential statistics (national evaluation data)
Thomburg	1993	To examine effects of family literacy program on measured English proficiency	9 families in 1 programs	Observations, interviews, standard assessments; pre-post analysis, correlations, descriptive analysis of findings
Tice	2000	To explore the development and impact of collaborative relationships in a family literacy program	27 participants from 1 program	Interviews, documents, surveys, observation; qualitative thematic analysis
Van Horn, Ovaert, & Askov	1992	To evaluate a model of community-based family literacy	1 program	Surveys, interviews, informal assessments; analysis not specified
Western Pennsylvania School for the Deaf	1992	To describe the literacy needs of families with deaf parents and hearing children; to evaluate family literacy programs designed to meet the identified needs	11 families	Surveys; analysis not specified
Yaffe & Williams	1998	To explore reasons for participation in family literacy programs	6 women from 1 program	Interviews (participants and staff); grounded theory analysis