Just Take :20
Family Literacy Model

Everyday Reading for Florida Families

Abstract

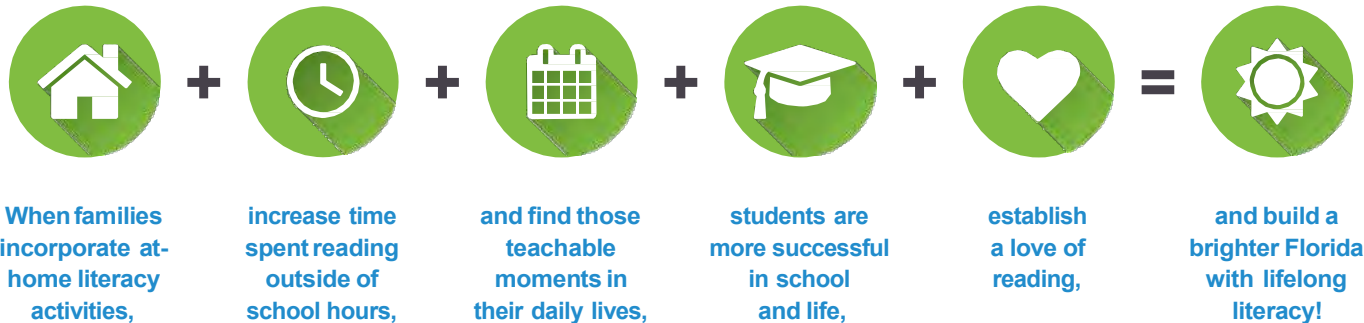**Just Take 20 Statewide Family Literacy and Engagement Campaign**

This research plan presents the theoretical framework for the Just Take 20 (JT20) family literacy campaign awarded to Thames & Chestnutt consultants by the Florida Department of Education. Engaging parents in family literacy is a worthwhile endeavor because it helps students form the positive habits, attitudes and dispositions that result in lifelong learning and productive citizenry. The research makes a case for creating a campaign that is ongoing and goal-directed, leveraging a "doing with" type of support from all educational stakeholders in Florida. The campaign foundation rests on empowering families to best play their role in literacy acquisition and development from a Social Constructivist perspective. The review of research includes combating alliteracy, literacy acquisition, literacy growth, family engagement and teaching strategies for parents in the millennial generation. Each subsection of research concludes with implications to guide decision-making for all aspects of the campaign. The research plan concludes with the applications of research implications to key campaign deliverables.

Parents are often eager to support their children's learning but do not always know how to help or why their involvement is important

- Epstein & Van Voorhis, 2001; Hoover-Dempsey, Bassler, & Burow, 1995

Just Take :20

A Campaign to Establish Lifelong Literacy for Florida Families

When families incorporate at-home literacy activities, + **increase time spent reading outside of school hours,** + **and find those teachable moments in their daily lives,** + **students are more successful in school and life,** + **establish a love of reading,** = **and build a brighter Florida with lifelong literacy!**

- A home environment that encourages learning is more important to student achievement than family's income, education level or cultural background.
- Within a given year, children spend only **20%** of their waking time in a classroom and 80% in a non-school setting.
- Because children develop reading and writing skills as they grow, parents are their child's first teacher.

- Reading experts recommend students read a minimum of **20 minutes** outside of school hours to become fluent readers.
- Students who read **20 minutes** a day score better than 90% of their peers.
- **20 minutes** a day = 1.8 million words a year.

- Only **20%** of Americans who can read, do read.
- Decrease Florida's 20% illiteracy rate.
- The love of reading is formed from rich literacy experiences at home during early childhood.

- Success in reading is the gateway to **success** in other academic areas.
- Family engagement with older children extends benefits beyond schooling into later career and life decisions.

- **20 million** Floridians
- The **love** of reading leads to lifelong literacy.

- Family literacy takes place during daily routines in life as parents, children and family members use literacy at home and in their communities.
- The family culture is fluid, ever-changing and adaptable.

- We must provide social and collaborative tools for families to **DO** literacy in their everyday lives.
- Family participation in education is **2x** as predictive of academic learning as family socioeconomic status.

Contents

I. Campaign Context

Introduction Through the Lens of Campaign

This research plan presents the theoretical framework for the Just Take 20 (JT20) family literacy campaign. It includes a synthesis of relevant research guiding development of all campaign elements. The application of this research plan will result in a meaningful final outcome: A brighter Florida with thousands of families incorporating more at-home literacy activities into their busy everyday lives.

Campaign Mission

The JT20 mission statement, "To promote and establish the value of lifelong literacy for all Florida families," reflects the ultimate goal for this endeavor. This mission will be accomplished through successful execution of a comprehensive family engagement plan, built on the research framework detailed in this document.

The Role of Parents in Establishing Lifelong Literacy

When referencing sustained interactions with families across the campaign time frame, the intentional use of the term family engagement is employed versus parent involvement. The term parent involvement refers to opportunities for parent participation in a variety of activities that support school learning as well as school policy and decision-making. Parent involvement is important, but it is only a part of the larger construct of family engagement. Engaging families is more encompassing and refers to a relationship between schools and families that is more of a two-way street. Family engagement is ongoing and goal-directed. Schools and families share the mutual goal of providing support that is best for children, families and schools, both individually and collectively. Simply put, parent involvement is often more of a "doing to," while engagement is a "doing with." The JT20 campaign will be ongoing and goal-directed, leveraging a "doing with" type of support from various educational stakeholders in Florida. When participating families and their children reap personal and educational rewards from what they learn to do from JT20, all supporting stakeholders will enjoy the ripple effect from improved rates of literacy in our state.

The specific fields of research included in this plan were selected by considering the term lifelong literacy within the context of family engagement. An examination of these two terms provided an appropriate mindset for the review of research. Historically, the term literacy referred to an individual's ability to read and write. Over the past several decades, our understanding of all that reading and writing encompass has evolved. So it follows that today, when we refer to someone as being "literate," a more comprehensive definition is warranted. The expansion of the term literacy by the United Nations Educational Scientific Cultural Organization (2013) includes the "use of language, numbers, images, and other means to understand and use the symbol systems within one's culture." In addition, skills to access knowledge through technology and evaluate information within complex contexts are also part of being literate in today's technologically reliant world.

When the word literacy is prefaced with the compound lifelong, the resulting phrase, lifelong literacy, connotes that becoming literate is a lifelong, intellectual process. This process typically begins during childhood, a time in development when family influence is the predominant factor. In sum, lifelong literacy is a behavior or disposition typically acquired from the family system of origin.

Over the last twenty years, the body of empirical evidence linking student achievement (including reading) with family support has grown significantly (e.g., Epstein, 1992; Lee & Croninger, 1994; Henderson & Berla, 1994). Family literacy programs were first developed as an educator response to the emerging research in the mid 1990s, so "family literacy" is a relatively new concept and term. The purpose of family literacy programs is to help parents in their efforts to support school learning at home. Although family literacy can apply to all content areas, the focus of this campaign is the language arts. The International Literacy Association (ILA) states that, "Family literacy takes place during daily routines in life as parents, children and family members use literacy at home and in their community. Because children develop reading and writing skills as they grow, [parents are their] child's first teacher" (ILA, 2015). In summary, engaging families impacts lifelong literacy because it establishes the trajectory for children's habits, attitudes and dispositions that span lifetimes.

II. Theoretical Framework and Implications

This section presents literature that explores the meaning, nature and challenges associated with developing an effective family literacy campaign for Florida families. In consideration of the campaign context described in Section I, the areas of research included in this plan follow:

- The Alliteracy Crisis
- Social Constructivist Approach to Literacy Acquisition and Development
- Link Between Literacy Development and the Family Support System
- Effective Engagement of Florida's K-12 Families

The Alliteracy Crisis

Alliteracy is the state of being able to read, but uninterested in doing so. It is a prevalent and growing concern in our society. In fact, only one out of every five Americans who can read, does read (Cramer & Castle, 1994). According to a 2007 report by National Endowment for the Arts, there are more literate people in the United States who don't read than those who actually are illiterate.

Why do some students choose to read, while others do not? Bredenkamp and Copple (1997) found that the love of reading is a disposition most children form from rich literacy experiences at home during early childhood. In addition, Juel (1988) discovered that early success in the cognitive aspects of reading, such as decoding, is critical to student success over time. Children who come to kindergarten with reading readiness skills are much more likely to experience success as an emerging reader than children who come from alliterate family systems (Strickland & Riley-Ayers, 2006). When beginning readers experience too much frustration, they can quickly build an aversion to reading. It's not uncommon to hear a struggling reader proclaim, "I hate reading!" Unfortunately, struggling readers often remain struggling readers as they advance grade levels. This is because their choice to avoid reading can actually lead to measurable declines in reading ability that put them further and further behind their reading peers (Juel, 1988; Mikulecky, 1994). The choice not to read is not limited to struggling readers however. Turner (1992) found that students of all ability levels choose not to read for recreation or personal interest. The societal impact of alliteracy is a decline in language skill, critical thinking skills and informed participation in democracy.

Schools and families share the mutual goal of providing support that is best for children, families and schools, both individually and collectively. Simply put, parent involvement is often more of a "doing to," while engagement is a "doing with."

Cramer and Castle (1994) suggested that attention to the affective aspects of reading, such as motivation, might help reverse current trends of alliteracy. Along those same lines, Guthrie (1996) reported that students with increased intrinsic motivation (motivation to participate in an activity for its own sake) are likely to read more frequently and widely than students with stable or decreased intrinsic motivation. Motivation often stems from a student's self-efficacy for reading. When students believe they are capable and can do an activity competently, they find value in engaging in the activity for intrinsic reasons. As a result, they engage in the activity more frequently and set learning and positive social goals (Bandura 1993, 1995; Gist & Mitchell, 1992). To combat alliteracy in Florida, JT20 will help families instill a love for reading in their children.

Implications from alliteracy research for the campaign:
- Convey to parents the importance of increasing the time children spend reading at home.
- Include information on how to create a positive climate for learning.
- Provide parents strategies for motivating reluctant readers.
- Teach parents how to nurture their children's self-efficacy for reading.
- Show how the love of reading leads to lifelong literacy.

Social Constructivist Approach to Literacy Acquisition & Development

Merging of the Constructivist and Social Cognitive theories to explain literacy acquisition and development is widely accepted by contemporary researchers (Shunk, 2000). The foundation of Social Constructivism was built on the works of Vygotsky (1962, 1978, 1987), Bruner (1986), and Bandura (1993, 1995). Social Constructivism emphasizes the critical importance of culture and the importance of social context for cognitive development. This perspective proposes that all learning is an active, interpersonal and social process (Gambrell, Mazzoni & Almasi, 2000).

Vygotsky explained children learn from their interactions with adults or "more knowledgeable others" and that culture provides the child the tools needed for development. The type and quality of those tools determines the pattern and rate of a child's development. Adults, such as parents, are the conduits for these cultural tools, the most important one being language. From a Social Constructivist perspective the cultural role a family plays in their children's literacy development is critical. Bruner (1990) writes, "It is culture, not biology, that shapes human life and the human mind." Children learn literacy in the same way they learn oral language–from interacting and communicating with the people around them (Holdaway, 1979). In a longitudinal study, Biemiller (2000) found that a large majority of "root words learned by grade 6 are learned as a result of direct explanation by parents, peers, teachers and texts. Those who learn more words almost undoubtedly encounter more words and receive more explanations of word meanings. This suggests that we could do considerably more than we now do to ensure the development of adequate vocabulary through systematic exposure to two to three new words a day combined with adequate explanation of these words and opportunities to use them."

Vygotsky conceived the zone of proximal development (ZPD) to convey how learning can lead development. ZPD is the difference between what a learner can do without help

When students believe they are capable and can do an activity competently, they find value in engaging in the activity for intrinsic reasons.

and what he or she can do with help. Bruner's (1983) concept of scaffolding provides an understanding of the support that children receive from more capable adults as they learn language, comprehension and communication skills.

In summary, JT20 messaging and curricula will align with the following tenants drawn from looking at family literacy through a Social Constructivism lens:

- Oral language skills are foundational to reading and writing.
- Parents play a valuable role in their children's learning as "more knowledgeable others."
- Children's development can be accelerated when parents offer "scaffolds" as children learn within their "ZPD."
- Parents determine the home "culture" in which learning takes place. It is important to note that a family's culture is not static; it is fluid, ever changing and adaptable (Bruner, 1986; Rosaldo, 1989).
- The "tools" for learning found in our modern culture include cultural history, social context, language and electronic forms of information access (McLeod, 2007).

**Implications from Social Constructivism for the campaign:**
- Emphasize at-home literacy activities that call for social interactions and collaboration between family members.
- Help parents value the critical role they play in their children's literacy acquisition and development.
- Present oral language development activities as a tool for thinking.
- Teach parents how to guide children's learning by providing encouragement and advice as they explore real, everyday situations they find interesting.
- Include tips for scaffolding learning activities for different levels of learning.
- Place literacy activities in the meaningful context of real-world reading.
- Relate home activities to what is being learned in school.
- Use technology to connect rather than separate families from others, promoting dialogue and discussion, because children develop in social or group settings.

Literacy Development and the Family Support System

The link between parent involvement and children's success in school has been well established by thirty years of research. The most notable research being the oft-cited studies by Joyce Epstein and her colleagues at Johns Hopkins University (e.g., 1992, 1997, 2009) and Anne Henderson and her colleagues at the Center for Law and Education (e.g., 1994, 2002). Increased parent involvement in children's learning has proven to positively affect children's school performance, including higher academic achievement (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002).

As part of the JT20 campaign, children's first and most influential teachers (their parents) will have the opportunity to learn family-friendly teaching strategies that work well in the home environment.

The established correlation between parent involvement and achievement is largely explained by what parents actually do with their children when they are not in school. Within a given year, children spend only 20 percent of their waking time in a classroom setting at school, leaving 80 percent of their time spent in non-school settings (Lopez & Caspe, 2014). For most children, a large percentage of their time outside of school hours is spent at home. It is for this reason that parents are identified as children's first and most influential teachers by The National Commission for Excellence in Education in A Nation at Risk (1983).
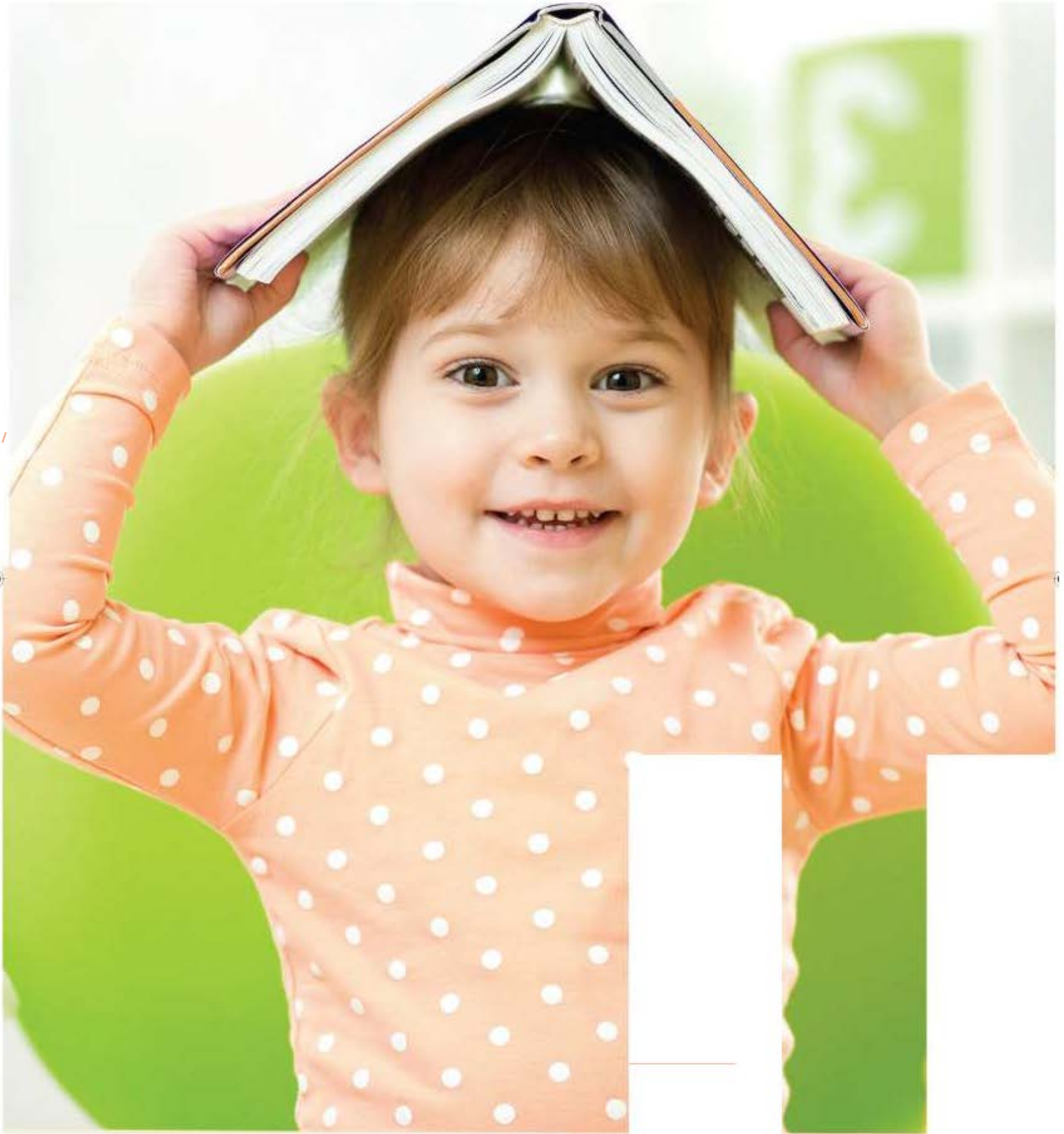
As part of the JT20 campaign, children's first and most influential teachers (their parents) will have the opportunity to learn family-friendly teaching strategies that work well in the home environment. Parents' knowledge and skill acquisition equalizes educational opportunities for all Florida children from every walk of life. Herbert Walberg (1992) found that family participation in education was actually twice as predictive of academic learning as family socioeconomic status. The socioeconomic level or cultural background of a home need not determine how well a child does at school. "Parents from a variety of cultural backgrounds and with different levels of education, income, or occupational status can and do provide stimulating home environments that support and encourage the learning of their children. It is what parents do in the home rather than their status that is important." (Kellaghan, et al, 1993, p.145).

Of special relevance for the JT20 campaign is research showing of all academic subjects, reading is the most sensitive to family influence. The College Board (1994) was among the first to establish this correlation between reading and a family's support for their children's efforts. One of the most important supports families can offer is ensuring that children practice reading outside of school hours. A preponderance of research shows that increased time spent reading outside of school hours results in higher reading achievement (U.S. Department of Education, 1999). In her book Overcoming Dyslexia, neuroscientist Sally Shaywitz (2005) provides remarkable statistics about the benefits of reading a minimum of 20 minutes a day.

"The powerful influence of early reading on later reading and vocabulary growth was demonstrated when researchers had children keep diaries of how they spent their time when they were not in school. The very best readers, those who scored better than 90 percent of their peers on reading tests, read for more than twenty minutes a day (about 1.8 million words a year), while those at the fiftieth percentile read only 4.6 minutes a day (282,000 words yearly). The poorest readers, those children reading below the tenth percentile, read less than one minute each day (8,000 words a year), and would require one year to read what the best readers read in two days."

In a related study, engaged readers from low income/education families achieved at a higher level than did less engaged readers from high income/education backgrounds. Engaged readers can overcome obstacles to achievement and become agents of their own reading growth (Guthrie, Schafer, & Huang, 2001).

The College Board found that reading achievement is also more dependent on learning activities in the home than either math or science. On the flip side, reading comes into play when learning math, science, history, etc. Success in reading is considered the gateway to success in other academic areas as well (College Board, 1994). Teachers often describe this important connection between literacy and learning across content areas by referring to the transition between "learning to read" and "reading to learn."

A student's critical transition to "reading to learn"–scope and sequence of growth–is described by researcher Margie Gillis (2015) of Yale University:

The key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in

the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, the reader can attain full language literacy, which includes the abilities to apply to printed material critical analysis, inference and synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought.

Far too many children in the U.S. struggle with this progression of reading acquisition and growth. Thirty-three percent of American fourth graders read below the "basic" level on the National Assessment of Educational Progress reading test (NAEP 2009 Reading Report Card). Achievement gaps for struggling readers exist for many reasons.

- Students who enter kindergarten performing below their peers often remain behind as they move through the grades. Differences in language, exposure to print and background experiences multiply as students confront more challenging reading material in the upper grades (Hart & Risley, 2003).
- Reading is a complex process that draws upon many skills that need to be developed at the same time (Adams, 1990).
- Difficulties in decoding and word recognition are at the core of most reading difficulties (Lyon, 1997).
- Without help, struggling readers continue to struggle. More than 88 percent of children who have difficulty reading at the end of first grade display similar difficulties at the end of fourth grade (Juel, 1988). And three-quarters of students who are poor readers in third grade will remain poor readers in high school (Shaywitz et al., 1997).
- With help, struggling readers can succeed. For 85 to 90 percent of poor readers, prevention and early intervention programs can increase reading skills to average reading levels. These programs, however, need to combine instruction in phoneme awareness, phonics, spelling, reading fluency and reading comprehension strategies, and must be provided by well-trained teachers (Lyon, 1997).
- As many as two-thirds of reading-disabled children can become average or above-average readers if they are identified early and taught appropriately (Vellutino et al., 1996; Fletcher & Lyon, 1998).
- Helping children develop lifelong literacy requires a team effort. Parents, teachers, caregivers and members of the community can play important roles in helping children learn to read. The research shows that what families do makes a difference, what teachers do makes a difference, and what community programs do makes a difference (Epstein, 2009). Participating JT20 stakeholders will offer the support families need for literacy growth.

How can parents best support this continuum of literacy growth? Parent involvement specialists across Florida will tell you that most parents have a strong desire to support their children's school learning, but many just do not know how. Many family literacy programs offer parents learning activities that figuratively speaking provide them "fish." The activities are good and nourishing, but once consumed, the parent does not necessarily know how to go about applying their learning to future novel situations that naturally arise during daily life. JT20 will present activities within the context of overarching strategies, making it more

likely parents can transfer their learning to future novel learning opportunities. JT20 is an effective means of meeting a vital niche within school communities through the following "Opportunity Conditions," as highlighted in the Dual Capacity Building Framework that is currently provided and promoted by the United States Department of Education (2015):

- **Linked to Learning:** Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for students.
- **Relational:** A major focus of the initiative is on building respectful and trusting relationships between home and school.
- **Developmental:** The initiatives focus on building the intellectual, social and human capital of stakeholders engaged in the program.
- **Collective/Collaborative:** Learning is conducted within group versus individual settings and is focused on building networks and learning communities.
- **Interactive:** Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.
- **Systemic:** Purposefully designed as a core component of educational goals such as school readiness, student achievement and school turnaround.
- **Integrated:** Embedded into structures and processes such as training and professional development, teaching and learning, curriculum and community collaboration.
- **Sustained:** Operating with adequate resources and infrastructure support.

This approach will figuratively equate to "teaching them to fish." To determine what specific strategies to include in JT20, consideration was given to specific research on what home activities yield the greatest benefits. Examples follow:

- Henderson and Berla (1994) found that a home environment that encourages learning is more important to student achievement than the family's income, education level or cultural background. Children with richer home literacy environments demonstrate higher levels of reading knowledge and skills at kindergarten entry (Nord, Lennon, Liu, & Chandler, 2000).
- Data from the National Assessment of Educational Progress (NAEP, 2000) tells us that the earlier this involvement begins, the more profound the results and the longer lasting the effects. When family involvement levels are high from kindergarten through fifth grade, the achievement gap in average literacy performance between children of more and less educated mothers is nonexistent (Dearing, et al, 2006).
- Parental involvement with older children extends these benefits beyond schooling into later life and career decisions (NAEP, 2000).
- Researchers found that parents of secondary-level students were most likely to become involved in education at home and at school if they perceived that both teachers and their children expected or desired their involvement (Deslandes & Bertrand, 2005).
- Most of the differences in student achievement can be attributed to home practices. Three factors over which parents can exercise authority are student absenteeism, variety of reading materials in the home and excessive television watching (Barton & Coley, 1992).
- The single most important activity for building the knowledge required for early success in reading is reading aloud to children. In addition, parents can also take their children to the library, help them get a library card and help them find books on their interests and hobbies. The availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children's achievement in reading comprehension (Lee & Croninger, 1994).

Parent involvement specialists across Florida will tell you that most parents have a strong desire to support their children's school learning, but many just do not know how.

- Parents from diverse backgrounds, when given direction, can become more engaged with their children. And when parents are more engaged, children tend to do better (VanVoorhis, et al., 2013).
- Past literacy research emphasizes the importance of daily adult/child reading time, as well as having 100 or more books in one's home, and their link to a child being academically ready and successful in kindergarten. However, recent research has proved that reading as a stand-alone activity does not significantly help children with literacy skills. Findings from more current research stress that children need to be given more specific skills while being read to in order to be successful with early literacy skills (Phillips et al., 2008; Roberts, Jurgens, & Burchinal, 2005).

Implications from the link between literacy development and the family support system for JT20:

- Big Ideas to Convey to Parents Via JT20 Campaign
  - » Take time in your family's busy life to DO literacy at home
    - 20 minutes of reading to, with and by your child.
    - Bank bonus minutes by looking for teachable moments during daily routines to engage in real-world reading.
  - » Help your child develop the love of reading that ensures lifelong literacy.
  - » Improve your child's family support system by creating a custom family literacy plan to learn effective at-home teaching strategies. (See topical listing below.)
  - » Contribute to creating a brighter Florida by actively participating in the JT20 Challenge.
- Topical listing of strategies aligned to the English Language Arts Florida Standards for families to choose from in creating their own customized family plan for literacy:
  1. Effects of Parent Involvement on Student Success
  2. English Language Arts Florida Standards Focus on Real-world Literacy
  3. Time on Task Related to Literacy Development
  4. Creating a Print-rich Environment
  5. Supporting Learning in School
  6. Effective Read Alouds
  7. Opportunities for Everyday Real-world Reading
  8. Oral Language and Vocabulary Development
  9. Phonological Awareness
  10. Phonics and Word Study
  11. Vocabulary Development
  12. Fluency
  13. Comprehension
  14. Writing
  15. Background Knowledge
  16. Digital Literacy
  17. Social Media Communication
  18. TV Behaviors That Support Literacy Development
  19. Helping With Homework
  20. Assessment
- Intensified focus on K-5 to capture the increased benefits of early intervention
- Focus on college- and career-readiness for grades 6-12

Effective Engagement of Florida's Millennial Families

Traits of K-12 Families

JT20 is a campaign outreach to the families of K-12 students in our state. The support these families offer Florida schools and students over the past decade have contributed to Florida ranking among the best states to live in terms of quality of education. **B.E.S.T.** is a fitting acronym for the traits of Florida families, traits that will come into planning all aspects of this campaign. The letters stand for: **B**–Busy lifestyles, **E**–Every way diverse, **S**–Socially networked and **T**–Technologically integrated.

- **B**usy family lifestyles (See section "Barriers to Family Engagement")
- **E**very way diverse
  - » Primary language spoken at home in Florida age 5+ (2010) Source: Modern Language Association of America
    - English — 73.36%
    - Spanish — 19.54%
    - Haitian-Creole — 1.84%
    - Other — 5.26%
  - » Education level in Florida, percent of persons age 25+ (2013) Source: U.S. Census Bureau
    - High school dropout — 13.9%
    - High school graduate or higher — 86.1%
    - Bachelor's degree or higher — 26.4%
  - » Household income in Florida (2012) Source: CLR Research
    - Less than $15,000 — 11.82%
    - $15,000 - $24,999 — 10.50%
    - $25,000 - $34,999 — 10.82%
    - $35,000 - $49,999 — 14.69%
    - $50,000 - $74,999 — 18.57%
    - $75,000 - $99,999 — 12.35%
    - $100,000 - $124,999 — 7.76%
    - $125,000 - $149,999 — 4.63%
    - $150,000 - $199,000 — 4.20%
    - $200,000 and over — 4.66%
  - » Foreign-born persons in Florida (2013) — 19.4% Source: U.S. Census Bureau
  - » Race in Florida (2013) Source: U.S. Census Bureau
    - White alone, not Hispanic or Latino — 56.4%
    - Hispanic or Latino — 23.6%
    - Black or African-American alone — 16.7%
    - Asian alone — 2.7%
    - American Indian and Alaskan Native alone — .5%
    - Native Hawaiian and Other Pacific Islander alone — .1%
- **S**ocially networked
  - » Percent of U.S. adults who use social media websites (2014) Source: PEW Research
    - Facebook — 71%
    - Twitter — 23%
    - Instagram — 26%

Millennials have grown up being able to Google anything they want to know, therefore they do not typically value information for information's sake. As a result, a shift from disseminating information to helping them apply the information is necessary.

» U.S. adult use of Facebook (2013) Source: PEW Research
  • Percent of use by age range
    • 18 - 29 years — 84%
    • 30 - 49 years — 79%
    • 50 - 64 years — 60%
    • 65+ years — 45%
  • Percent of use by annual income
    • Less than $30,000 — 76%
    • $30,000 - $49,999 — 76%
    • $50,000 - $74,999 — 68%
    • $75,000+ — 69%
• **T**echnologically integrated lives in U.S.
  » Americans who have access to the Internet — 89% (2014) Source: PEW Research
  » Percent of U.S. population that uses the Internet — 87% (2014) Source: PEW Research
  » Percent of U.S. Population that uses the Internet by
    age group (2014) Source: PEW Research
      • 18-29 — 97%
      • 30-49 — 93%
      • 50-64 — 88%
      • 65+ — 57%
  » Percent of Americans who have broadband at home
            — 70% (2013) Source: PEW Research
  » Gadget ownership of American adults (2010) Source: PEW Research
    • Cell phone ownership of all adults — 85%
    • Cell phone ownership among 18 - 29 year olds — 96%
    • Desktop computer ownership — 59%
    • Laptop computer ownership — 52%
  » Smart phone ownership among all adults in U.S. — 64% (2015) Source: PEW Research

Types of Involvement Relevant to Campaign

Joyce Epstein (2015), frequently cited researcher in parent involvement, produced an influential classification of types of involvement. The JT20 campaign will focus on types 1, 2, 4 and 6, as these relate most to at home learning.

• **Type 1:** Parenting: Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
• **Type 2:** Communicating: Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.
• **Type 4:** Learning at Home: Involve families with their children on homework and other curriculum-related activities and decisions.
• **Type 6:** Collaborating with the Community: Coordinate resources and services from the community for families, students and the school, and provide services to the community.

Millennial Learning Preferences

It is important to understand the learning preferences of the parents of K-12 Florida students in order to reach them most effectively through this campaign. The term millennials refers to the last generation of adults born in the 20th century, starting with the 1978 birth year, or those who are 37 years old today. Ages of parents with students in grades K-12 generally

span from 25 to 53 years old, making the median age of 39 years a part of the millennial generation. Millennials grew up in an electronics-filled and increasingly online and socially networked world. Pew Research (2015) reveals the following information about millennials that paints the picture of where and how they prefer to access their information:

- They have the highest average number of Facebook friends, with an average of 250 friends.
- Fifty-five percent post to social media sites daily.
- They send a median of 50 texts a day.

Psychologist Christy Price (2011) offers five strategies to effectively engage millennials:

1. **Research-based methods:** Research suggests millennials prefer a variety of active learning methods. When they are not interested in something, their attention quickly shifts elsewhere. Interestingly, the components of their ideal learning environment are some of the same techniques research has shown to be most effective for previous generations, including less direct instruction, use of multimedia and the opportunity to collaborate with peers.
2. **Relevance:** Millennials have grown up being able to Google anything they want to know, therefore they do not typically value information for information's sake. As a result, a shift from disseminating information to helping them apply the information is necessary. They want the content of their learning to connect to the current culture and learning outcomes and activities to be relevant. They prefer limited narrative and bullet points to introduce topics, with the option to delve deeper.
3. **Rationale:** Millennials were raised in a non-authoritarian manner and are more likely to buy into ideas when a rationale for specific policies and assignments is provided.
4. **Relaxed:** Millennials prefer a less formal learning environment in which they can interact with the interface and one another. In interviews with millennials, the term "laid back" was used repeatedly.
5. **Rapport:** Millennials are extremely relational. More willing to pursue learning outcomes when connections with them are on a personal level.

Barriers to Family Engagement

The Harvard Family Research Project (2015) is a national platform for forward-thinking perspectives on family and community engagement research, practices, policies and strategies. The organization's work in family engagement focuses on developing frameworks and tools to promote involvement from early childhood through young adulthood—anywhere, anytime children learn—in the home, in school and in community settings. Their community engagement efforts concentrate on building the quality, accessibility and sustainability of learning environments outside of school, including early childhood and afterschool programs. The following potential barriers to family engagement should be considered to facilitate opportunities for participation:

- Conflicting work schedules
- Other caregiving needs (e.g., small children, aging parents)
- Lack of time due to busy family lifestyles (student, family member and/or school staff)
- Educators' misperceptions of parents' abilities
- Parents' misperceptions of educators' abilities
- Lack of understanding parents' communication styles
- Homelessness and/or family mobility

Research suggests millennials prefer a variety of active learning methods. When they are not interested in something, their attention quickly shifts elsewhere.

- Limited family resources, such as transportation or child care
- Tension between parents and teachers/staff
- Belief that older students do not need their parents/families
- Economics
- Disabilities
- Limited English proficiency
- Limited literacy
- Issues related to ethnic, racial, religious and/or cultural diversity

Implications from the research on effectively engaging Florida's millennial families for JT20:
- Traits of K-12 Families (B.E.S.T.)
  - » Use culturally mindful translations of key learning materials to provide materials in first language– Spanish and Haitian-Creole.
  - » Be sensitive to diverse family makeup.
  - » Ensure representation of all cultures.
  - » Include ways to provide literacy opportunities on a low budget.
  - » Employ online and technological communication backed up with multi-pronged delivery–face-to-face and print.
  - » Leverage social media.
- Types of Involvement Relevant to Campaign
  - » Build parent skill sets for fostering literacy development.
  - » Include information on setting up a home environment for literacy learning.
  - » Create positive family-school events that build relationships between home and school.
  - » Facilitate effective two-way communication between parents and children, parents and parents and parents and teachers.
  - » Include strategies for helping with homework.
  - » Familiarize parents with English Language Arts Florida Standards and ways they can support achievement of standards through specific activities at home.
- Incorporation of Dual Capacity Framework "Opportunity Conditions"
  - » Assist participating schools and districts in meeting parent involvement and achievement goals through family participation in the campaign, and provide ways for parents and teachers to collaborate via web application.
  - » Connect families to the teaching and learning goals for students by sharing the alignment of English Language Arts Florida Standards to activities.
  - » Build relationships between home and school through social media, email, activity completion awards, etc.
  - » Involve educational stakeholders at all levels in promoting and participating in this ongoing campaign, where schools and families share the mutual goal of providing support that is best for children, families and schools, both individually and collectively, in the following ways:
    - Florida Department of Education–providing coordination and supervision, eliciting district participation, supporting the campaign in various ways, as needed, etc.
    - Communities/Businesses–partnering, sponsoring, disseminating information, etc.
    - School Districts–eliciting school participation, disseminating information, providing leadership, giving schools support, conducting professional development, etc.
    - Schools–eliciting family participation, providing leadership for teachers, hosting live workshops, implementing school-level plans, etc.

- Classroom Teachers–encouraging families to take part in the campaign, sharing with parents specific strategies found on JT20 web application to address student needs, etc.
  - Families–establishing a support network of teachers, family, friends and others, participating in JT20 program elements, etc.
  » Include opportunities for participants to learn in groups during face-to-face training sessions and build networks for learning via the web application .
  » Model for participants how to do the activities and provide opportunities to practice and apply new skills.
  » Offer training and professional development on JT20 for teachers.
  » Provide resources and infrastructure support for families and stakeholders participating in JT20.
- Overcoming Barriers to Family Engagement
  » Use family-friendly language in messaging and curricula.
  » Provide a selection of activities that are not time-consuming.
  » Include strategies low-literacy parents can do with their children, despite poor reading and writing skills.
  » Include plans for schools to coordinate and implement the JT20 plan.
  » Offer parents various levels for children's learning.
    - K-2
    - 3-5
    - 6-8
    - 9-12
    - Accommodations for struggling readers and disabilities
  » Emphasize the role of parents in helping literacy development is on-going from Kindergarten through grade 12.
  » Provide parents with opportunities to learn from modeling (e.g., videos, live demonstrations during workshops, etc.).
  » Use a multi-pronged approach to disseminating information.
- Millennial Learning Preferences
  » Make viral a meme to quickly spread awareness of campaign and to motivate participation.
  » Organize online resources for parents that facilitate literacy growth at home.
  » Personalize the organization of requested information.
  » Make a web application which:
    - Offers learning time convenient for all parents
    - Offers families strategies to choose from in creating a custom family literacy plan
  » Include modeling of activities through online videos and live workshops.
  » Keep messaging and curricula narratives simple and short.
    - Limited narrative
    - Bullet points
    - Visuals to convey points quickly
    - Rationales

III. Bridging Theory to Practice: Applying Framework to Campaign Plan

Campaign Mission and Goals

Mission:
To promote and establish the value of lifelong literacy for all Florida families

Goals:
1. **A.S.K.**–Awareness, Skills, Knowledge about Family Literacy (Answers "why" and "what")
   • Spread awareness of the importance of family support for literacy development.
   • Help parents develop skills that help their children develop literacy.
   • Provide a knowledge base for families to choose from in developing a family literacy plan.
2. **L.I.F.E.**–Literacy Increased through Family Engagement (Answers the "how")
   • Lifelong (established love of reading during childhood leads to lifelong literacy)
   • Life-wide (Breadth of experiences, guides and locations including core issues)
3. **S³**–The mutual benefits and ripple effect that improved family literacy has on Student, School, State
   • "When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better."–A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994)
   • Ripple effect of JT20 (individual and collective benefits): When Florida families support literacy development, schooling in Florida is improved, and literate graduates provide Florida with productive citizens and workforce.

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JT20 "Big Ideas" to Convey to Families

1. Take time in your family's busy life to DO literacy at home
    - 20 minutes of reading to, with and by your child.
    - Bank bonus minutes by looking for "teachable moments" during daily routines to engage in real-world reading.
2. Help your child develop the love of reading that ensures lifelong literacy.
3. Improve your child's family support system by creating a custom family literacy plan to learn effective at-home teaching strategies across all areas of literacy.
4. Contribute to creating a brighter Florida by actively participating in the JT20 Challenge.

Application of Research Plan to Deliverables

Curricula
- Research-based that reflect best practices
- Florida-centric: Aligned to English Language Arts Florida Standards
- Focused on everyday reading materials and real-world literacy activities
- Personalized materials that address diverse needs of users
    1. K-12 by grade bands
    2. Accommodations for learners with special needs
    3. Cultural sensitivity
    4. Diverse family makeup
    5. Spanish and Haitian-Creole translations of key materials
- Strategies can incorporate literacy into busy family lives
- Easily understood by individuals without expertise in literacy education
- Adapts teacher/classroom activities for home use
- 20 Strategy topics for web application and training sessions spanning all areas of literacy
    1. A BRIGHTER FLORIDA (Florida's Family Literacy Goals to Improve Student Achievement, Schools and State)
    2. LITERACY FOR THE REAL WORLD (English Language Arts Florida Standards)
    3. PRACTICE MAKES PERFECT (Effects of Parent Involvement and Time on Task on Literacy Growth and Development)
    4. IF YOU BUILD IT, THEY WILL READ! (Creating a Print-Rich Environment)
    5. FROM THE CLASSROOM TO YOUR LIVING ROOM (At-Home Literacy Supporting School Learning)
    6. I, WE and YOU READ ALOUD (Effective Read Alouds)
    7. READING ON-THE-RUN (Everyday Real-World Reading Practice Opportunities)
    8. TALK IT UP (Oral Language)
    9. I'M ALL EARS (Sounds of Language)
    10. AT THE ROOT OF IT ALL (Phonics, Word Recognition and Analysis)
    11. VIVID VOCABULARY (Vocabulary Development)
    12. READING LIKE A PRO (Fluency)
    13. WHAT'S IT ALL MEAN? (Comprehension)
    14. THE WRITE STUFF (Writing)
    15. KNOW-IT-ALL (Building Background Knowledge Needed for Reading and Writing)
    16. TECHNO-MANIA (Digital Literacy)
    17. SAVVY SOCIAL MEDIA USE (Communication Via Social Media)

18. OUTSMARTING THE TV (TV Behaviors That Support Literacy Development)
19. HASSLE-FREE HOMEWORK (Parent Role in Helping With Homework)
20. DO YOUR BEST ON THE TEST (Classroom and Statewide Testing)

Accommodations for learners with special needs

English Language Learners (ELL)—Increasing collaboration and support among parents, students, and school staff through JT20 will be achieved by incorporating recommendations from NCCREST (2015) in the following ways:

- providing high-quality, culturally-mindful translations of key learning materials in Spanish and Haitian-Creole,
- including information for immigrant parents on how the Florida education system works,
- suggesting ways parents can be involved in their children's education despite language barriers,

Students with literacy learning challenges—The JT20 web curriculum will offer the following additional supports for families of struggling readers, where applicable:

- A focus on areas where struggling readers most often have difficulties:
  » Phonological and phonemic awareness
  » Word decoding and phonics
  » Vocabulary
  » Fluency
  » Comprehension
- An explanation of typical problems and how they affect a child's reading
- Information on how children experience the difficulty as well as what it may look like from a parent's point of view
- Suggestions on what parents, teachers and children themselves can do to help
- Links to more information

Pedagogy

- Active and interactive learning methodology
- Tailored through choices
- Relatable and Florida-centric
- Sustaining interest through edu-tainment

Family-friendliness

- Consideration of limited time
- Meaningful/relatable everyday reading
- Family-friendly language
- Modeling through videos
- Limited narrative text
- Visuals to convey concepts
- Use of social media

Online Resources
- Limited narrative and bulleting/chunking of big ideas with links to related in-depth material
- Visual charts, graphs, etc.
- Providing exemplary models through videos

Virtual Training
- Convenient access for users
- Expands numbers reached
- Quality control for consistency in message

Design of Printed Materials
- Visually appealing
- Matches up with support resources
- White space so learner not overwhelmed
- Family-friendly language

Marketing
- Online content – not just offline and traditional
- Social media content that is useful, positive and relevant
- Short, simple, targeted messaging to get user's attention and keep them engaged
- Educating and entertaining content – 30% refuse to read content that doesn't entertain or educate them
- Create content that encourages "sharing" among the social community
  - » 43% will share content they believe in.
  - » 62% will share content that is thought-provoking.
  - » 70% will share content that is fun!

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