Research-on-Research Mini-Survey

INTRODUCTION

A short time ago, CAAL asked several dozen adult literacy professionals to help us get a sense of the current research base in adult literacy. Specifically, we invited them to answer this question: What 5-10 research studies ever produced on any aspect of adult literacy do you find most useful for purposes of guiding policy, management and/or practice?

We wanted to see if we could make a judgment about whether there is a basic canon of research on literacy comparable to what exists in other fields/disciplines. Is there a must-read list of research materials, we asked, and of what does it consist? We specified that we were looking for studies based on original, primary research that meet generally accepted standards for the highest professional quality. We said that the research should be discrete, completed (not in process), and have been made widely available. CAAL Occasional Paper #2 provides the results of our "research-on-research" mini-survey.

Seventeen persons provided us with well-considered and usable title lists, usually along with a brief statement about why they consider the works useful. These titles are compiled below. It is interesting to note that of the 92 titles collected, only 6 are listed more than once. Items 20, 53, 56, 62, and 63 were each given twice. Item 52, the National Adult Literacy Survey of 1992, was given by seven people — and its international and state-level counterparts were cited as well. An array of people sent us long lists but no clues as to what they considered the most important items. Others referred us to web sites or to their own organization's list of publications. A few responded by saying that they were informed by all or some of the work of certain individual--such as Elsa Auerbach, Jeanne Chall, Jennifer Horsman, Steve Reder, Sylvia Scribner, Catherine Snow, Tom Sticht, Richard Venezky. A few university-based research centers were also mentioned as a significant source of useful research.

Although few conclusions can be drawn from CAAL's limited findings, people currently thinking about this subject might find the list of titles worth contemplating. Among other things, it suggests that the field of adult education and literacy is informed by a research base that extends well beyond the education arena into other disciplines.

Moreover, considering that the array of titles given comes from only 17 individuals — working in quite different contexts and states — the list is, in a sense, remarkable. It's exciting to imagine what might be learned about the real research base underlying work in adult education and literacy field if a survey of this sort could be done on a significantly large sampling of people, have proper controls, and then be subjected to some thoughtful analysis according to the use made of the material.

Special thanks to the following individuals for taking time out of their busy schedules to participate in the mini-survey: Dianna Baycich (OH), Don Block (PA), Cyndy Colletti (IL), Ajit Gopalakrishnan for Roberta Pawloski (CT), Linda Hoover (MN), Janet Isserlis (RI), Silja Kallenbach (MA), Winston Lawrence (NY), Claudia Merkel-Keller for Dian Bates (NJ), Mev Miller (MN), Susan O'Connor (NY), Nancy Paull (FL), Patricia Richard (CA), Tony Sarmiento (DC), Sondra Stein (DC-NIFL), Barbara Van Horn (PA), and Dan Wagner (PA).

— Gail Spangenberg

COMPILATION OF TITLES
(Bess Heitner, Program Associate, CAAL)

1. A Customer-Driven Vision for Adult Literacy and Lifelong Learning
  ◆ *Equipped for the Future: NIFL, 1995*
This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

2. Adult Education History and the Issue of Gender: Toward a Different History of Adult Education in America
  ◆ *J. Hugo, 1990, Adult Education Quarterly, 41, 1-1*
This is especially important in the way it outlines how the work of women educators is continuously and historically overlooked.

3. Adult Literacy: A Compendium of Articles From the Journal of Reading
  ◆ *Marguerite Radencich, ed.*

4. Adult Literacy Education: Current and Future Directions
  ◆ *Arlene Fingeret, 1984, ERIC Clearinghouse on ACVE*
This study influenced me greatly when I entered the field. It gave a broad, comprehensive picture of the field and didn't shy away from the political nature of adult basic education.

5. Adult Literacy in Illinois
   - *Lynn B. Jenkins and Irwin S. Kirsch, Washington, DC, ETS/Dept. of Education, 1994*

The National Adult Literacy Survey gave us a functional definition that could be widely understood by both educational professionals and those who fund education. The impact of hard numbers cannot be underestimated despite the fact that the validity of the conclusions may be exaggerated.

6. Adult Literacy in New Jersey: Results of the State Adult Literacy Survey
   - *Lynn B. Jenkins and Irwin S. Kirsch, ETS/Dept. of Education, 1994*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

7. Adult Literacy: The Next Generation
   - *D. A. Wagner & R. L.Venezky (1999), Educational Researcher 28 1-21-29*

This paper was based on dozens of empirical studies, and still stands as a good road map for the future. I think it still holds up pretty well, even though several years old now.

8. Adult Performance Level (APL) Project, 1997
   - *Final Report, The Adult Performance Level. Austin, TX, APL Project*

This study identifies adult compentencies for successful living in the USA in five general knowledge areas and five primary skill areas. The knowledge areas are consumer economics, occupational knowledge, government and law, health, and community resources. The primary skills are reading, writing, speaking and listening, computation, problem solving, and interpersonal relations. A person was functionally competent if (s)he could apply the primary skills to those knowledge areas. It also identified three levels of performance. This study remains important in identifying competencies in adulthood. It has been the basis for much of the statistical information that is collected nationally. It has also been used to develop curricula for competency-based education and as a framework for organizing government training programs.

9. Affecting Change in Literacy Practices of Adult Learners
   - *V. Purcell-Gates, S. Degener, E. Jacobson, & M. Soler*

This study offers a quite compelling case for using authentic materials in literacy instruction.

10. Annual Narrative Performance Report. Federally-Funded WIA/AEFLA Programs in California, 1999-2000,
   - *Prepared by CASAS for the California Department of Education*

This annual report provides a program evaluation of the results of the initial implementation of WIA, Title II federally funded programs in California. Information

for the report is based on data from fiscal year surveys, focus groups, interviews, and student learning gains and program outcomes of over 600,000 adult learners enrolled in WIA/AEFLA 225/231 funded programs in California. The report describes implementation of WIA accountability at the program management and classroom levels, as well as major needs, emerging trends and recommendations.

11. Applications of Item Response Theory to Practical Testing Problems
   ◆ *G. M. Lord, N. J. Hillsdale: Lawrence Erlbaum Associates*
Technical presentation of the IRT models including candid discussion about applications and limitations. It provides a unified conception of available theory and practice for analyzing uni-dimensional tests composed of dichotomously scored items.

12. Assessing Lifelong Learning Technology (ALL-Tech): A Guide for Choosing and Using Technology for Adult Learning
   ◆ *Regie Stites, Christopher E. Hopey, Lynda Ginsburg, NCAL report, January 1998*
NCAL publications, especially those focused on technology are useful. They helped by providing mental models for thinking about technology implementation and integration

13. Best Test Design
   ◆ *B.D. Wright, and M. H. Stone, (1979) Chicago, IL: MESA Press*
Explains Rasch test item analysis and person measurement, demonstrating each step clearly, so that readers can apply these procedures to their own data.

14. Bringing Literacy to Life: Issues and Options in Adult ESL Literacy
   ◆ *Heide Spruck Wrigley and Gloria J. Guth, 1992, Aguirre International*
Comprehensive research into practice in Actual US ESL literacy programs; utilizing multiple frames and lenses through which to consider literacy practice, the authors lay out a continuum of practice, making transparent the ways in which certain elements (teacher/ learner-centeredness, authentic texts, etc.) can be utilized into effective and 'best' practices. Also provides practitioners voices/writings around specific elements of/ approaches to their own practice.

15. Captive Students: Education and Training in America's Prisons
   ◆ *P. Barton*
This comprehensive study presents a useful review of literacy skills of people incarcerated in state and federal prisons in the U.S., the education and training offered to them and their impact in reducing recidivism.

16. CASAS Reviews & Performance Reports
   ◆ *National Diffusion Network Program, United States Department of Education*
   ◆ *Joint Dissemination Review Panel Approval of CASAS application, 1984*
   ◆ *Program Effectiveness Panel Approval of CASAS application, 1993*
   ◆ *CASAS Final Performance Reports, National Diffusion Network, 1984-1995*

CASAS is the only adult literacy assessment system that has been validated by the United States Department of Education, and funded by the National Diffusion Network over an 11-year period. CASAS was initially developed and validated by a field-based consortium of adult education agencies in California in cooperation with the California Department of Education. CASAS initial development built on the recent measurement research in item response t theory, the Adult Performance Level (APL) Study from the University of Texas, the New York External Diploma Program Study, and several state level studies that focused on adult literacy in a competency- based, functional context. The 1993 submission included sties from three additional states and one national study that supported the claims of effectiveness included in the first study in California.

17. CBAE Evaluation Study Report, Investing in Change: Competency-Based Adult Education in California
   ◆ *CBAE Staff Development Project, San Francisco State University and CASAS, San Diego, California (1987)*
This study documented the effects of California's competency-based adult education (CBAE) mandate in adult basic education programs throughout the state. The CBAE mandate, initiated in 1982, required the state's federally funded adult education agencies to utilize a competency-based approach in delivering adult basic education services. The implementation of a competency-based approach was expected to result in a systematic and comprehensive outcome based delivery system for adult basic education in the state. The study identified levels of CBAE implementation and program and classroom variables that impacted student learning gains and other learning outcomes.

18. Communities of Practice: Learning, Meaning and Identity
   ◆ *Etienne Wenger (2000)*
I became interested in Jean Lave and Etienne Wenger's work on situated learning and communities of practice.

19. Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century
   ◆ *S. Stein, Equipped for the Future*
I have found myself referring to the purposes of literacy identified in the very first stage of EER as well as the role maps and key activities that were developed based on focus groups with key stake holders. The purposes and role maps are sensible and easy for people at all levels to grasp.

20. Contested Ground: Performance Accountability in Adult Basic Education (2)
   ◆ *Juliet Merrifield, Center for Literacy Studies, University of Tennessee, NSCALL Report #1 (July 1998)*
(1) It is a well-rounded and thoughtful review of performance accountability practices and issues that should guide policy. (2) Lays out important issues, delineating the ways

we account for the work we do with adult literacy and language learners. Merrifield calls for inclusion of all stake holders in a process she recognizes will be difficult and pro-longed but critically necessary in order for the field to move forward with any credibility and in the hope of gaining increased access to resources.

21. Department of Education Research Reports

22. Differences in Adults' Reading Practices
   ◆ *Cecil M. Griffith, 1998, Reading Research Quarterly (31) (2), pp. 196-219*
This study examines adults' reading practices and their relationship to the prose, document, and quantitative skills assessed by the NALS. It shows that adults who read multiple contents develop higher literacy skills than those who read single content. These findings make the case for a research-based perspective. Teachers often teach "to the test." This study underscores the need for teachers at all levels (ESL/ABE/GED) to engage students in wide reading.

23. Education for Perspective Transformation: Women's Reentry Programs in Community Colleges
   ◆ *J. Mezirow, 1978, Teachers College, Columbia University*
This study of women returning to education shows how adult perspectives change as a result of particular life experiences. It provides a unique theory of adult transformational learning and establishes the importance of life experience for returning students.

24. Effects of the Readers Schema at Different Points in Time
   ◆ *R.C. Anderson, J.W. Pichert, and L.L. Shirley, Journal of Educational Psychology, 75, pp. 271-279, 1983*
For students to make meaning from what they read (in order to engage in higher level thinking), reading comprehension is essential. This study highlights the important role the teacher plays in influencing recall in comprehension. The research shows that teachers tend to influence recall responses based on the nature and directions of their pre-reading questions to students. It emphasizes the importance of professional development and the need to ensure that staff development is provided to new teachers.

25. Extending the Ladder from CASAS to Work Keys Assessments. Final Report
   ◆ *Prepared by CASAS and ACT. Iowa city, IA 1997*
Focuses on the nation's investments in skill development. It shows how assessment systems from two of our country's premier testing organizations — the Comprehensive Adult Student Assessment System (CASAS) and American College Testing (ACT) — can be linked to guide individual's education and training as they progress from basic literacy skills to the level of advanced skills required to succeed in an increasingly complex society.

26. Feminist Resources and Curriculum for Women Achieving Literacy
  ◆ *Mev Miller, 2000, Minneapolis, MN — research under a graduate student award from The LuAnn Dummer Center for Women,1999-2000, University of St. Thomas (ERIC Document Reproduction Service, No. ED 445-250)*

27. Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning
  ◆ *Jack Mezirow*
...for thinking about adult development, learning, and transformation.

28. From Developing One's Voice to Making Oneself Heard: Affecting Language Policy From the Bottom Up
  ◆ *K. M. Rivera, 1999, pp. 333-346, Socio-Political Perspectives on Language Policy and Language Planning, T. Huebner, K. Davis (Eds.), Amsterdam/ Philadelphia: Benajmins*

29. Gender, Language, and the Politics of Literacy
  ◆ *K. Rockhill, 1993, Cross-Cultural Approaches to Literacy, pp. 156-175, B. Street (Ed.), New York, NY, Cambridge University Press*
This article explains the connections between literacy, sexism, culture and social restrictions, and expectations about work and women.

30. Growing Up Literate: Learning from Inner City Families
  ◆ *Denny Taylor and Catherine Dorsey-Gaines, Heinemann, 1988*
Ethnography examining parents' involvement/interest in childrens' learning, challenging notions that 'inner city' families are uninvolved in or indifferent to their children's school achievement. Important counter voice to deficit-framed intergenerational literacy programs that posit parents are somehow unable to help children without acknowledging parents' real strengths abilities, and commitment to their children's learning.

31. Happy Consciousness: Ideology and Hidden Curricula in Literacy Education
  ◆ *B. A. Quigley & E. Holsinger, 1993, Adult Education Quarterly, 44, 17-33*
This article is especially useful when considering the types of race, gender, and class stereotypes reproduced and "neutralized" in adult literacy texts and materials.

32. Health status of illiterate adults: Relationship between literacy and health status among persons with low literacy skills
  ◆ *B. Weiss, Journal of the American Board of Family Practice, 5, 257-64. May-June 1992*

This was one of thee first articles based on research that made the connection between health status and literacy. Helped to move the concept of health literacy into the minds of health professionals and others, specifically funders/policy makers, who, before this study, were not all that interested in that connection.

33. Help Wanted...Credentials Required: Community Colleges in the Knowledge Economy
  ◆ *A. Carnevale & D. Desrochers*

Although much of it focuses on community colleges, this study offers useful data about the relationship between increased education and increased earnings. It underscores the value of preparing adult learners for post-secondary education.

34. How People Learn: Brain, Mind, Experience, and School
  ◆ *Bransford, Brown, and Cocking ed., National Research Council reports on Cognitive Science and Teaching and Assessment*

Most of the work I have been doing over the past year has been in areas where there is not a lot of research in our field. As a result, I have been drawing on bodies of literature in other fields, which have grounded the EEF work on assessment (of learner performance), and certification (of performance for teachers). Key research documents I have drawn on are the NCR reports on Cognitive Science and Teaching Assessment. The first is How People Learn. The second is Knowing What Students Know (see item 30). These two reports are (the) synthesis of the literature – I have also read a lot of the work behind the synthesis.

35. Inequality in Literacy Skills Among Youth in Canada and the United States
  ◆ *J. Douglas Williams, Atlantic Centre for Policy Research, University of New Brunswick, 1999*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

36. International Adult Literacy Study (see item 52, NALS)

37. Item Response Theory: Principles and Applications
  ◆ *R. K. Hambleton and H. Swaminathan, Kluwer-Nyhoff, Boston, 1985*

Presents a detailed, comprehensive treatment of item response models and their applications, including an introduction to item response theory, models, and assumptions; ability scales, estimation of ability, information functions, and calibration of tests, investigations of model-data fit; and equating, test development and other applications. This reference book, along with the two listed below has been extensively referenced in the development and validation of the CASAS calibrated item bank and assessment system.

38. Journal of Research on Technology in Education

There are studies in K-12 especially in the area of technology that I reply on. This is a source for those studies.

39. Knowing What Students Know: The Science and Design of Educational Assessment
   ◆ *Pellegrino, Chudowsky and Glaser, 2001, National Research Council reports on Cognitive Science and Teaching and Assessment*

See item 34 above.

40. Learning for Life
   ◆ *Richard Gacka and Sherry Royce*

This new study documents the gains made by adult learners and their family members over a thirty-year period in Pennsylvania. It was published in December 2001 and is available at the following web site: www.paadulted.org.

41. Learning to Think, Learning to Learn
   ◆ *Jennifer Cromley*

There are several research studies around learning differences and learning disabilities that have assisted my instructional staff in their work. I have to admit I have not read Jennifer Cromley's new book, but my staff members are finding this to be very useful.

42. Life at the Margins: Literacy, Language, and Technology in Everyday Life
   ◆ *Juliet Merrifield, Mary Beth Bingman, David Hemphill, and Kathleen P. Bennett deMarrais, 1997, 240 pages, Teachers' College Press*

Another ethnographic study that demonstrates how adults use literacy, how education helps or hinders them and how literacy educators could inform themselves of adult learners needs by increasing their own awareness of the strengths, needs and abilities of adult learners in the contexts in which they live, work and interact with others.

43. Literacy As Threat/Desire: Longing To Be Somebody
   ◆ *K. Rockhill, 1987, J.S. Gaskell & A. T. McLaren (Eds.), Women & Education in Canada, pp. 315-331, Calgary, ALB: Detselig Ent.*

This article shows the connections between literacy, sexism, culture and social restrictions, and expectations about work and women.

44. Literacy for Life, Adult Learners, New Practices
   ◆ *H. Fingeret & C. Drennon*

This is an informative, mostly qualitative study about how adult learners perceive and pursue their literacy needs.

45. Literacy Leader Fellowship Program Reports: State Level Policy for Workplace Education: What Advocates are Saying
   ◆ *Paul Jurmo, National Institute for Literacy, 1996*
This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

46. Local Literacy: Reading and Writing in One Community
   ◆ *David Barton and Mary Hamilton, Routledge, 1998*
Another broad and important meshing of ethnographic research informed by theory and participant observation; setting the study in one community, drawing on the collective knowledge of 'new literacy' theorist, the work gives support to educators who look to know what learners do and need to inform their own practice. This study is also cited in Purcell-Gates et al: Affecting Change in Literacy Practices of Adult Learners (November 2000:NSCALL Reports No. 17); which is at once a frustrating and yet compelling report. Frustrating in its inconclusiveness and yet compelling in its layout out of a perfectly viable hypothesis – i.e., that a high degree of student input (power sharing) and use of authentic material will assist adults in learning/retaining what they learn more effectively than 'school-only' learning. The scales used to determine school only to authentic usages seem constricted; however the study adds some volume to those voices named here and elsewhere in support of utilizing learner knowledge and interest in shaping practice and, I would argue, policy.

47. Lower SES Mothers' Learning of Book Reading Strategies.
   ◆ *Patricia Edwards and Nancy Weems. Paper presented at the 38th annual meeting of the National Reading Conference, Tucson, Arizona, December 1988*
Patricia Edwards' work gives the field solid information on two fronts. Because she targeted her research to the lower socioeconomic class for whom most family literacy projects are developed, her conclusions are highly applicable. The research makes our work more credible. In addition, she pointed out in her conclusions that "although 'read to your child' is the most frequently requested parent involvement activity..., this directive cannot be effective until we shift from 'telling' to 'showing' lower SES parents how to read to their children" This advice is the crux of family literacy. It makes the SES adult parent and the change agent in the learning environment rather than the child.

48. Making the Nation Smarter: The Intergenerational Transfer of Cognitive Ability.
   ◆ *Thomas Sticht and Barbara McDonald, San Diego, CA, 1989*

49. Many Families, Many Literacies: An International Declaration of Principles
   ◆ *D. Taylor, 1997, Portsmouth, NH: Heinemann*

50. Measuring Change Facilitator Stages of Concern
   ◆ *G. Hall et al*

I have found the stages of concern framework helpful in my role as a staff development provider and trainer of trainers.

51. Multiple Intelligences in Practice: Teacher Research Reports from the Adult Multiple Intelligences Study
   ◆ *Silja Kallenbach and Julie Viens (eds.), 2001, NSCALL*

This document and the entire body of work accomplished within the AMI project has enabled adult educators to move from a consideration of learning styles to a broader understanding of the notion of intelligences, the differences between the two (learning styles and intelligences) and the implications inherent for practice in understanding both how learners learn and where their abilities and intelligences lie.

52. National Adult Literacy Survey of 1992 (6)
   ◆ *I. Kirsch, A. Jungeblut, L. Jenkins, & A. Kolstad*

(1) While it may be flawed in many respects, NALS is still the best nationwide data we have to establish some kind of baseline of adult literacy levels. **(2)** The single most important study we utilize is the 1992 National Adult Literacy Survey, which I understand will be repeated every year. Although very dated, it is the only study to my knowledge that can extrapolate data on adult literacy levels by community within states. That is extremely valuable to me as a coalition Executive Director, as no one else has collected such data and it is based on interviews and tests, not self-reporting, as the census. I use it in public speaking engagements, grant applications, etc. to localize the incidence of low literacy in our service area—Broward County, Florida. Without it, I would be forced to use national statistics, which really mean little in a state with a growing ESOL population due to immigration. I do look forward to the updated version, as it does make me extremely uncomfortable to use 8-year-old statistics in this changing area. I do use other statistics occasionally, but I cannot name 5-10 studies that are meaningful to me on a daily basis. The NALS study is the only one I am more intimately familiar with and use in depth. **(3)** This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice. **(4)** I often refer to this report. Very useful when talking to media folks as well as policy makers who want *numbers*. **(5)** This study shows the tremendous need for literacy services, and especially literacy services geared to specific adult life circumstances.

53. New Skills for a New Economy: Adult Education's Key Role in Sustaining Economic Growth and Expanding Opportunity. (2)
   ◆ *J. Comings, A. Sum, & J. Uvin, The Massachusetts Institute for a New Commonwealth, 2000.*

(1) While this study only applies to Massachusetts, it offers a very useful look at adult education's vital role in our state's economy and the need to increase and improve our

adult education services. **(2)** This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

54. NCSALL Research Reports #2, 11, 12, 17, 19a
The NCSALL reports study aspects of adult education: specifically Reports 2, 11, 12, 17, 19a. They seem to validate what is known from anecdotal evidence.

55. Organizational Development and Learning Theory
◆ *Chris Argyris, Peter Senge, Dave Kolb, Stephen Brookfield, John Dewey, et. al*
These studies gave me a broad orientation or approach to my work

56. Other People's Words (2)
◆ Victoria Purcell-Gates
(1) This is an American view of the same issues that Scribner and Cole looked at in the Psychology of Literacy. (2) I'm a big fan of Other People's Words, a case study of an Appalachian non-literate family as it integrates research with a compelling story.

57. Over Our Heads
◆ *Bob Kegan*
...for thinking about adult development, learning, and transformation.

58. PAACE Journal of Lifelong Learning
◆ *Pennsylvania Association for Adult Continuing Education, 2001 Volume 10*
There are several studies about action research in adult education that have helped me and my agency. Action research is research carried out by practitioners with the intent of immediately improving their day-to-day practice. They know the right questions to ask since they develop the questions from problems they are having in their work. Vol. 10 of the PAACE Journal is devoted to this issue.

59. Participatory Practices in Adult Education
◆ *P. Campbell & B. Burnaby (Eds.), 2001, Mahwah, NJ: Lawrence Erlbaum Associates*
This is an anthology by diverse practitioners who chronicle their experiences with participatory practices in a variety of settings. It contains both theoretical and practical information from educators using and reflecting on an array of participatory educational strategies.

60. Playing With Time: Mothers and the Meaning of Literacy
◆ *Jane Mace, 1998 Routledge*
 In-depth research, utilizing documents from a UK archive through which Mace traces ways in which literacy is understood, conveyed, utilized and transmitted within and beyond families.

61. Popular Research and Social Transformation: A Community-Based Approach to Critical Pedagogy

◆ *K. M. Rivera, 1999, TESOL Quarterly, 33, 485-500.*

62. Retaining Adult Learners in the First Three Critical Weeks: A Quasi-Experimental Model for Use in ABE Programs (2)

◆ *B. A. Quigley & R. L.Uhland, Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators 10(2) 55-66*

(1) This study of 20 at-risk students found that those students who were given institutional and educational support in the first three weeks, were more likely to remain in the program. This information reinforces the importance of intensive orientation and adequate support structures for incoming students and has implications for staff and teaching training.

63. Rethinking Literacy Education: The Critical Need for Practice-Based Change (2)

◆ *B. A. Quigley (1977) Jossey-Bass Publishers*

(1) The Quigley and Quigley et al. studies provide a systematic way to look at student retention without blaming either the students or the teachers. They set the framework for constructive discussions about where a program is and how it might change to better accommodate adult students. Trying to duplicate the studies also demonstrates the need for money to support research.

64. Review of Adult Education Programs and Their Effectiveness: A Background Paper for Reauthorization of the Adult Education Act

◆ *Mary T. Moore and Michael Stavrianos, National Institute for Literacy 1999.*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

65. Single Subject Experimental Research: Applications for Literacy

◆ *Susan B. Neuman and Sandra McCormick, International Reading Association, 1995*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

66. Situated Learning: Legitimate Peripheral Participation

◆ *Jean Lave and Etienne Wenger, 1991*

I became interested in Jean Lave and Etienne Wenger's work on situated learning and communities of practice.

67. Student Progress and Goal Attainment Report
   - *Federally Funded WIA/AEFLA Programs in California, 1999-2000.*
   - *Prepared by CASAS for the California Department of Education. (2000)*

This annual report provides a quantitative evaluation of the results for a fiscal year for Federally Funded WIA/AEFLA Programs in California. This report describes the learner population of over 600,000 students, data collection methodology, and learner results. This report details pretest scores, learning gains, and benchmark attainment by programs, populations, and funding categories. Information for this report is based on data from the fiscal year student data of WIA/AEFLA 225/231 funded programs in California

68. Survey of Family Literacy in the United States
   - *Lesley Mandel Morrow et al. (editors), International Reading Association, 1995*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

69. Survey of Newly Legalized Persons in California.
   - *Prepared by CASAS for the California Health and Welfare Agency, 1989*

The purpose of this survey, which includes data from interviews with over 5,000 newly legalized persons in California was to assist both the California State Legislature and the California Department of Health and Welfare in planning and budgeting to meet the health, educational, and social services needs of this population of over 1.6 million persons. Executive summary is available.

70. Teaching Learning and Computing
   - http://www.crito.uci.edu/TLC/HTML/FINDINGS.HTML

There are studies in K-12 especially in the area of technology that I reply on. This is a source for those studies. Specifically I recently read a study on how beliefs about teaching influence approaches to computer usage.

71. Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward
   - *Edited by Christopher E. Hopey (1998), NCAL report*

NCAL publications, especially those focused on technology are useful. They helped by providing mental models for thinking about technology implementation and integration.

72. The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write
   - *Anne Eberle and Sandra Robinson, 1980*

This study was one of the first things I read after starting to work in this field. At the time the student leadership movement in adult literacy did not exist. This was one of the

few studies that used interviews with actual learners to get inside the students' lives and discern how adult education would affect them. Adult educators thought they knew what students' experiences were like. This study documented what they were like. Policy should be rooted in the actual experiences of adult learners, not just the political needs of policy makers.

73. The Art of Teaching Reading
   ◆ *Lucy Calkin Pearson Education   ISBN: 0-321-08059-9*
This is one of two pieces we are working closely with right now.

74. The Effect of Two Training Procedures on Book-Reading Interactions of Lower SES Head Start Mothers and Children
   ◆ *Patricia Edwards and Carolyn Panofsky*
   ◆ *Paper presented at the 38th annual meeting of the National Reading Conference, Tucson, Arizona, December 1988*
Patricia Edwards' work gives the field solid information on two fronts. Because she targeted her research to the lower socioeconomic class for whom most family literacy projects are developed, her conclusions are highly applicable. The research makes our work more credible. In addition, she pointed out in her conclusions that "although 'read to your child' is the most frequently requested parent involvement activity..., this directive cannot be effective until we shift from 'telling' to 'showing' lower SES parents how to read to their children" This advice is the crux of family literacy. It makes the SES adult parent and the change agent in the learning environment rather than the child.

75. The Evolving Self
   ◆ *Bob Kegan*
...for thinking about adult development, learning, and transformation.

76. The Intergenerational Transfer of Cognitive Skills
   ◆ *Tom Sticht*
This study presents favorable conclusions about the value of family literacy.

77. The Psychology and Pedagogy of Reading
   ◆ *E.B. Huey, New York: Macmillan*

78. The Relationship between Parental Literacy Level and Perceptions of Emergent Literacy
   ◆ *Journal of Reading Behavior, (23) 2, 191-213, J. Fitzgerald, D.L. Spiegel & J.W. Cunningham, (1991)*
This study has come in handy often to stress the impact of parent literacy on children's home literacy environment. Helps in talking to policy makers as well as practitioners about the importance of developing parents' literacy, so they can be more effective 'first teachers' of their children.

79. The Resisters. An Analysis of Nonparticipation in Adult Basic Education
- ◆ *B. A. Quigley, 1987, Unpublished Doctoral Disseration, Northern Illinois University*

This work helps program planners understand how adult learners enter literacy programs with attitudes of resistance, conditioned by prior experiences in the school system.

80. The State of Literacy in America: Estimates at the Local, State, and National Levels
- ◆ *National Institute for Literacy, 1998*

This research-based document has been particularly useful to us here in New Jersey to guide our development of policy and practice.

81. Three Years of Amnesty Education in California: IRCA Pre-Enrollment Appraisal Results for New Californians
- ◆ *Prepared by CASAS for the California Department of Education, 1992*

Includes demographic, educational, and assessment data for over 1 million newly legalized amnesty adult students. Report highlights are available.

82. Too Scared to Learn: Women, Violence and Education
- ◆ *Jenny Horsman, 200. Lawrence Erlbaum*

Extensively documents how violence and trauma impact on adult learning and suggests approaches for educators who wish to assist all learners—regardless of specific trauma histories—by identifying ways to make learning more accessible.

83. "Turning Skills into Profit" and other Conference Board reports
This report studied the National Workplace Literacy Project and demonstrates the benefits of workplace education programs.

84. Until We Are All Strong Together: Women Writers in the Tenderloin
- ◆ *C. E. Heller, 1997, Teachers College, Columbia University, New York, NY*

Portraits of women who participated in a writing workshop and the power it had for their individual and collective lives. An important qualitative study.

85. Way With Words
- ◆ *Shirley Brice Health, NY Cambridge, UP, 1983*

First study (that I'd read when beginning to look at research) to make explicit connections between ways of using language and literacy in home and other non-school settings and the ways in which certain literacies/usages are and are not privileged by mainstream societies. The value of the work is in making clear the ways in which children (and, by extension, adults) are able to use language beyond those ways sanctioned by "school literacy" and how learners' abilities are supported and nurtured or diminished by educators. Important precursor to Elsa Auerbach's HER text on Family Literacy.

86. What Really Matters for Struggling Readers: Designing Research-Based Programs
   ◆ *Richard L. Allington, Pearson Education ISBN 0-321-06396-1*
This is one of two pieces we are working closely with right now.

87. Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs
   ◆ *S. Imel & S. Kerka, 1996, Washington, D.C.: Office of Educational Research and Improvement (ERIC Document Reproduction Service, No. ED 400381)*
This work is critical, though a little dated, for anyone wanting to know the various kinds of research being done on women's literacy issues.

88. Women As Learners: The Significance of Gender in Adult Learning
   ◆ *E. Hayes & D. D. Flannery (Eds.), 2000, San Francisco, CA: Jossey Bass*
A marvelous compendium of much of the research that has been done on women learners — organized thematically.

89. Women "Reading The World:" Challenging Welfare Reform in Wisconsin
   ◆ *K. B. Miranne & A. H. Young, 1998, Journal of Sociology and Social Welfare, 25 (2), 155-176*
This article contains important considerations for women's literacy in relation to current welfare (workfare) policy.

90. Women's Way of Knowing: The Development of Self, Voice, and Mind
   ◆ *M. F. Belenky, B. M.Clinchy, N. R. Goldberger, and J. M. Tarule, 1986, New York, NY: Basic Books*
Not without its problems, but important for understanding some dimensions of women's learning.

91. Word Recognition in Beginning Literacy
   ◆ *Jamie Matsala and Linea Ehri, ed.*

92. Workforce Basic Skills Norming Study of Iowa's JTPA and PROMISE JOBS Target Populations. Final Report
   ◆ *Prepared by CASAS for Iowa's Community College, Adult Basic Education Program, October 1996*
Provides critical information about the basic skills levels required for Iowa's target populations to successfully pursue employment and further education (i.e., taking and passing the GED) and enter vocational/technical training programs. Basic skills norming information from this study is used by instructors, counselors, and employers to determine whether, and to what extent, individuals need basic skill instruction.