



# Project Flame: Lessons learned from a family literacy program for linguistic minority families

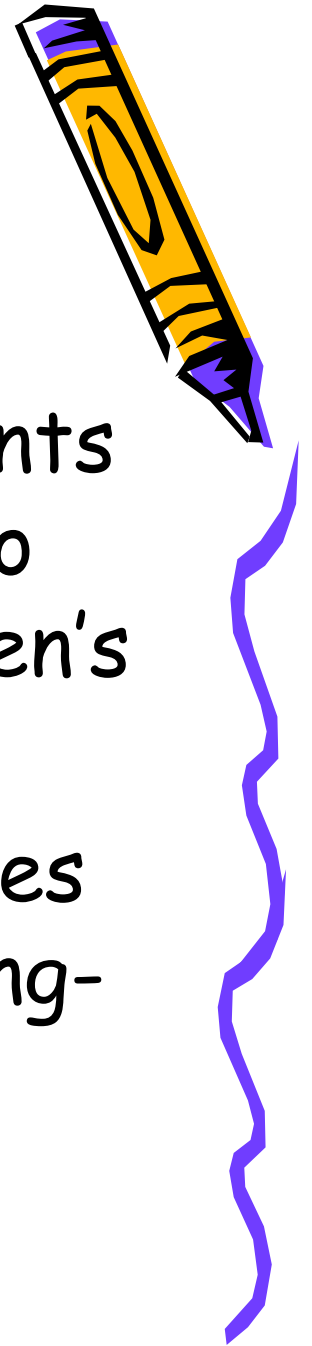
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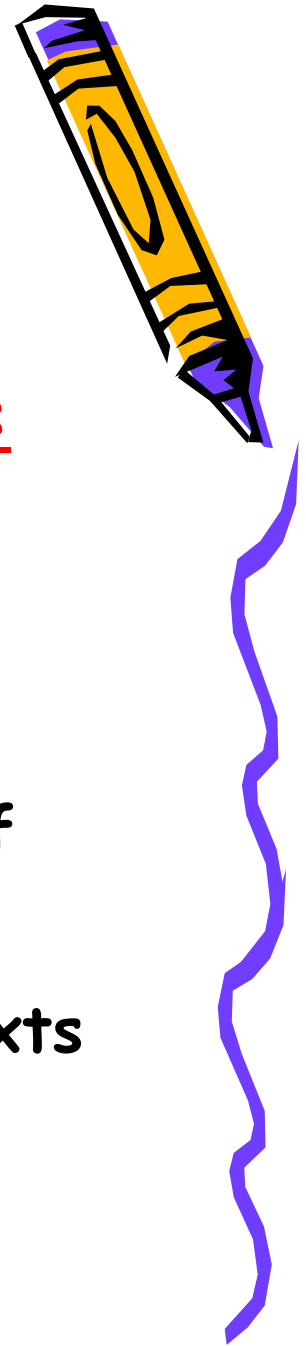
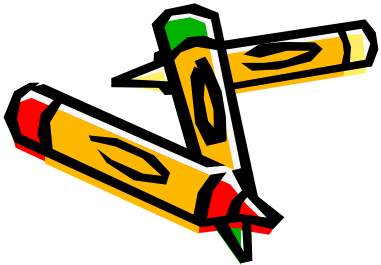
# Project Flame

- Provides literacy training for parents who are not proficient in English so that they can support their children's literacy learning.
- Flame tries to address the low rates of academic achievement of working-class Latino/a students.



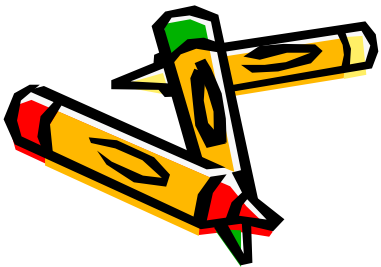
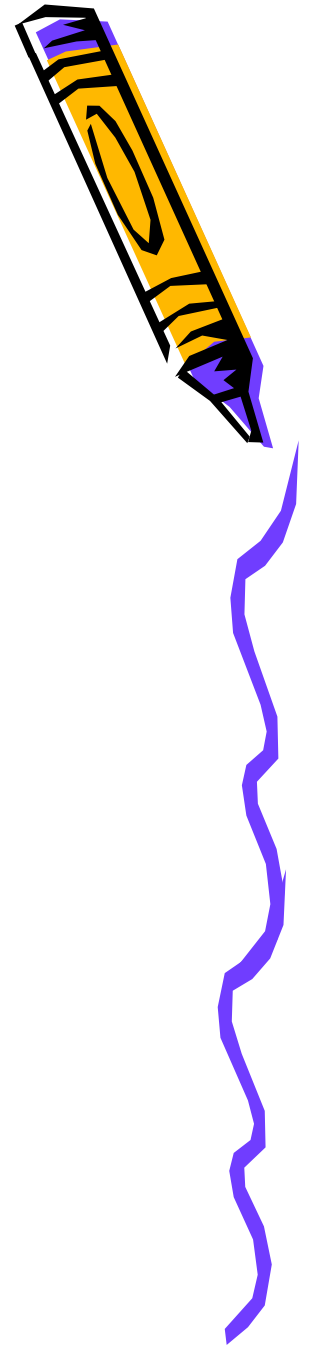
# Project Flame, Continued

- Project Flame is based on four assumptions:
- Supportive home environment is essential to literacy learning.
- Parents can have a positive effect on their children's learning.
- Parents who are confident and successful learners are the most effective teachers of their children.
- Literacy is the subject most likely to be influenced by the social and cultural contexts of family.



# Project Flame, Continued

- Provides English as a Second Language (ESL) instruction to parents and teach them how to foster their children's educational success.



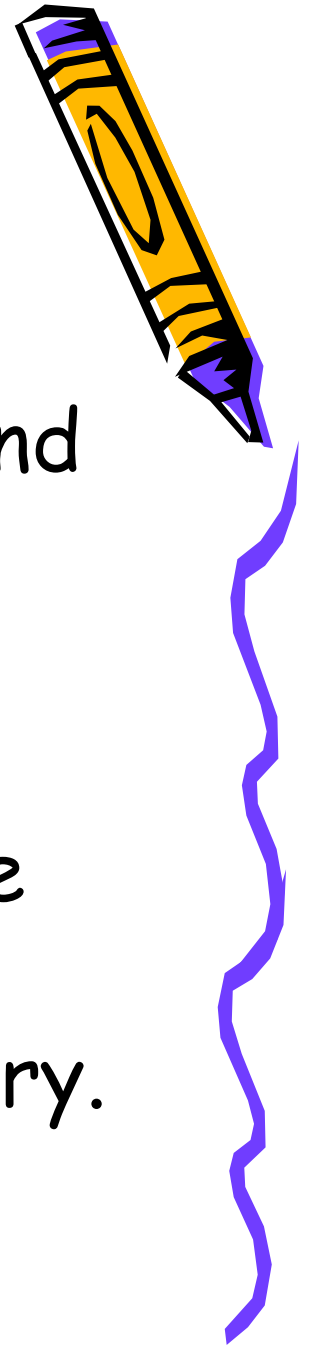
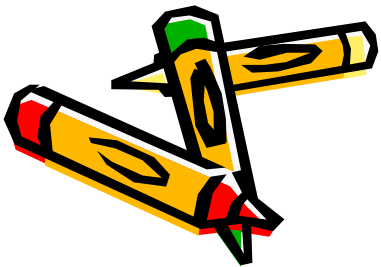
# Project Flame, continued

- Increases the ability of parents to provide opportunities for their children to learn literacy, to act as literacy models for their children, to teach children effectively, and to improve their relationships with their children's schools.



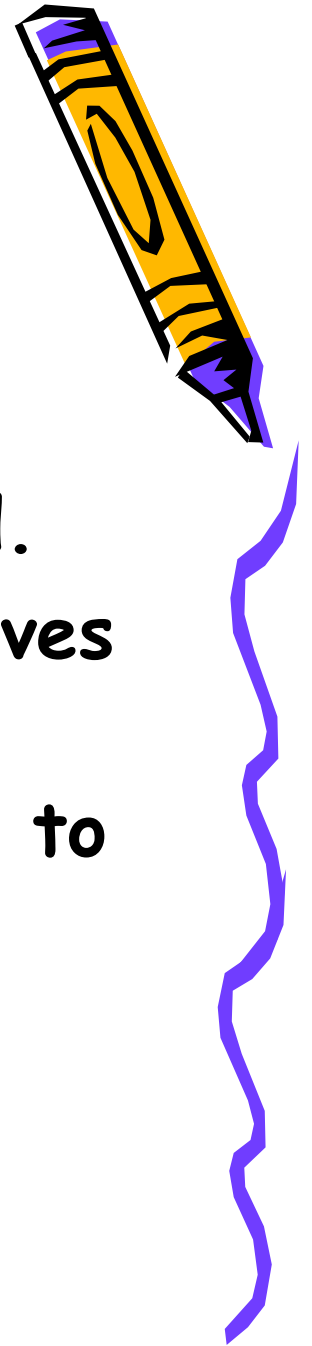
# Project Flame Does What?

- Increases opportunities to learn and use literacy by increasing the availability of literacy materials in the homes.
- Parents learn to select appropriate books and magazines for their children and to learn to use a library.



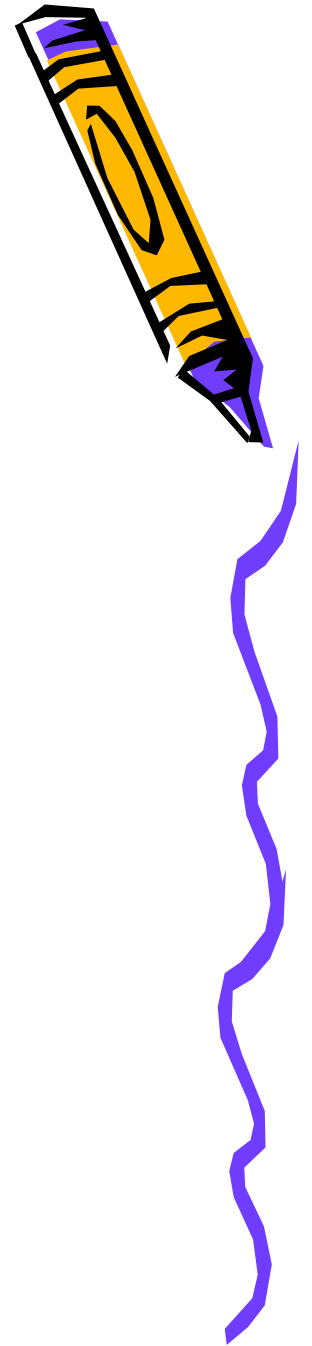
# How to get into Project Flame?

- Live in neighborhood of one of six schools where the program is offered.
- Any adult related to the child, who lives in the household, can participate.
- The family must have children ages 3 to 9.



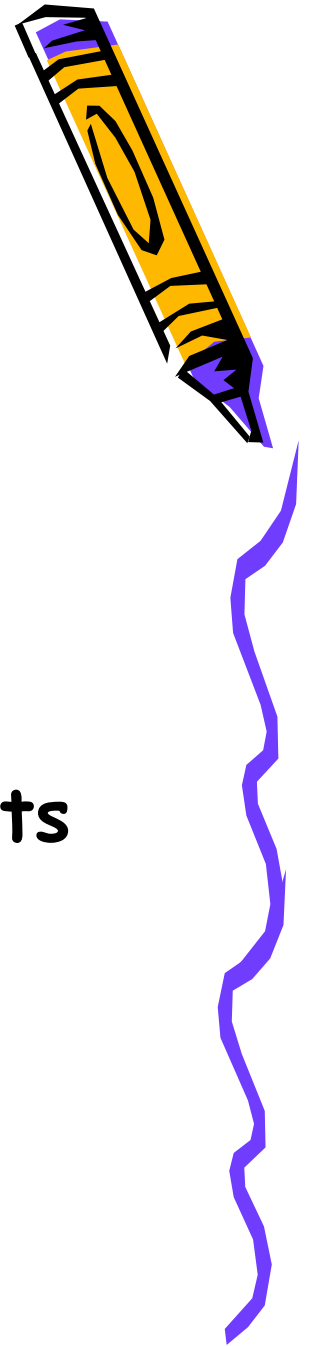
# Requirements of Project Flame for Parents.

- Twice weekly meetings.
- Several less structured meetings, and fieldtrips to explore their community.
- Receive training.



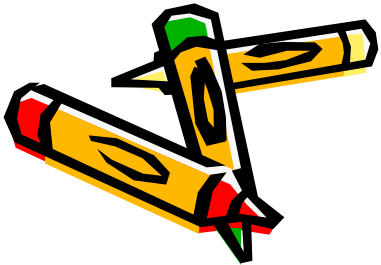
# Evaluations of Project Flame

- Improved proficiency for parents.
- Significant improvements in their knowledge of basic concepts, letter knowledge, and print awareness.
- Teachers who have Flame children in their classes report that these parents come to school more often, are more likely to volunteer, and seem to implement teacher suggestions.



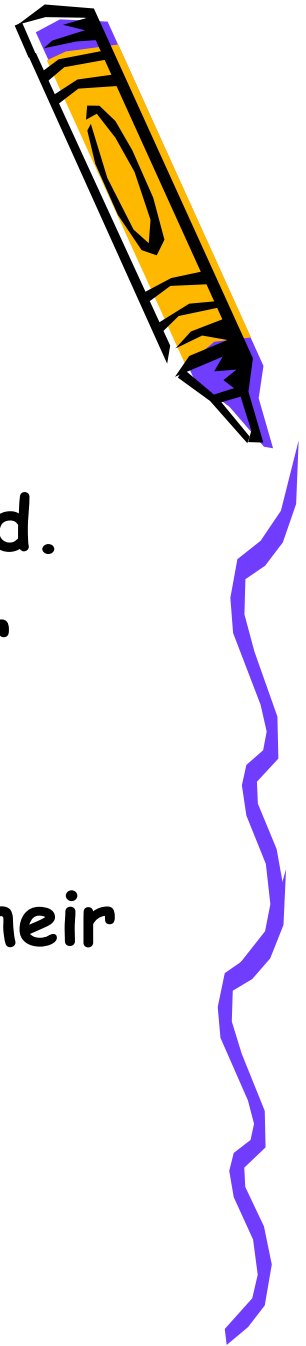
# Evaluation, Continued

- More comfortable with school personal.
- Enhanced individual self confidence.
- Parents become more active in their children's education and have more literacy materials.



# How are the Parents as Teachers and ESL parts of the program connected?

- Effects of ESL training bring about positive results for all parties involved.
- Helps parents read in English to their children.
- Teach English but encourage to use their most proficient language with their children.



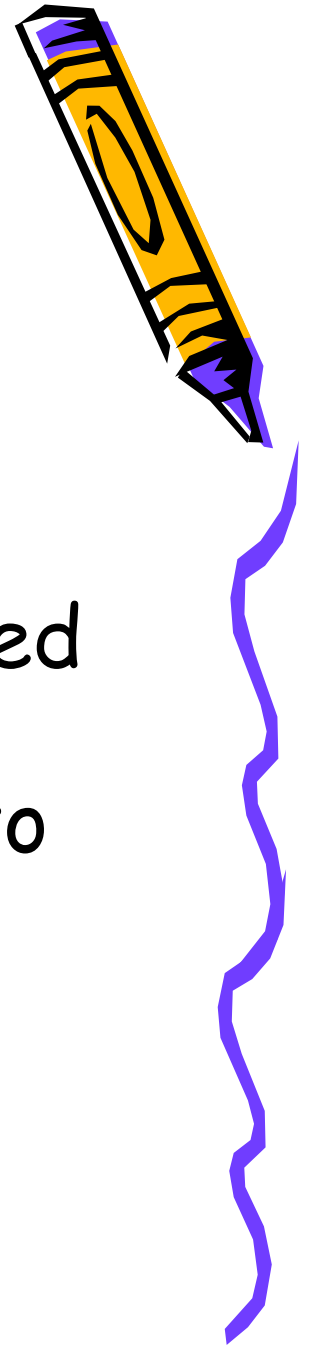
# How do I construct a family literacy curriculum and family literacy lessons?

- Not a rigidly constructed curriculum.
- Based on theory and carefully planned lessons based on student needs and concerns.
- Flexibility and negotiation.
- Parent as Teacher lesson plans all have 3 to 4 specific objectives that specify what parents will learn.



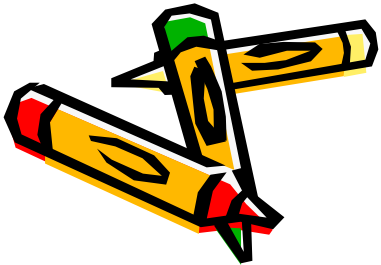
# How do I construct a family literacy curriculum and family literacy lessons? Cont.

- There are varying combinations of activities for each lesson.
- Activities include: researched based explanations of learning, demos of how to play math games, and how to share a book with children.
- Homework.



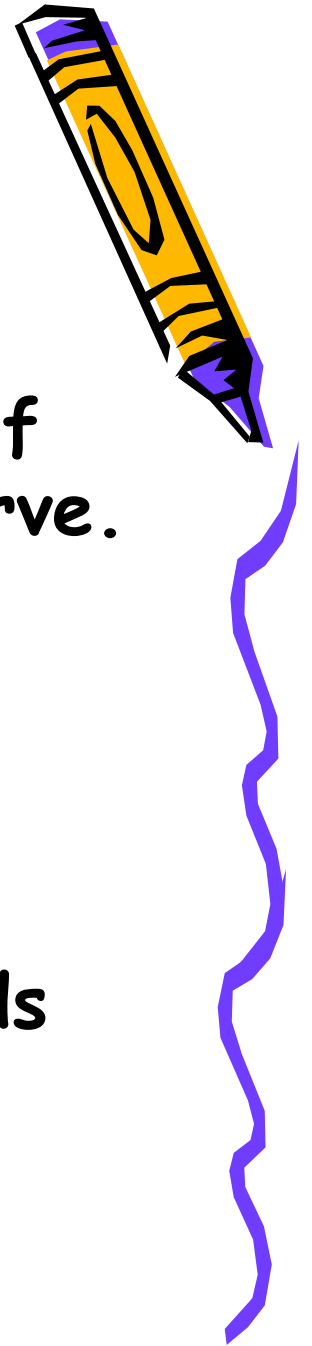
# What language should be used for family literacy instruction?

- Value of home language.
- Parents can foster their child's learning by talking, reading, and writing with them in Spanish.
- Share books in most proficient language.
- Eagerness to learn English for daily communication and to assist child with homework.
- Bilingualism encouraged.



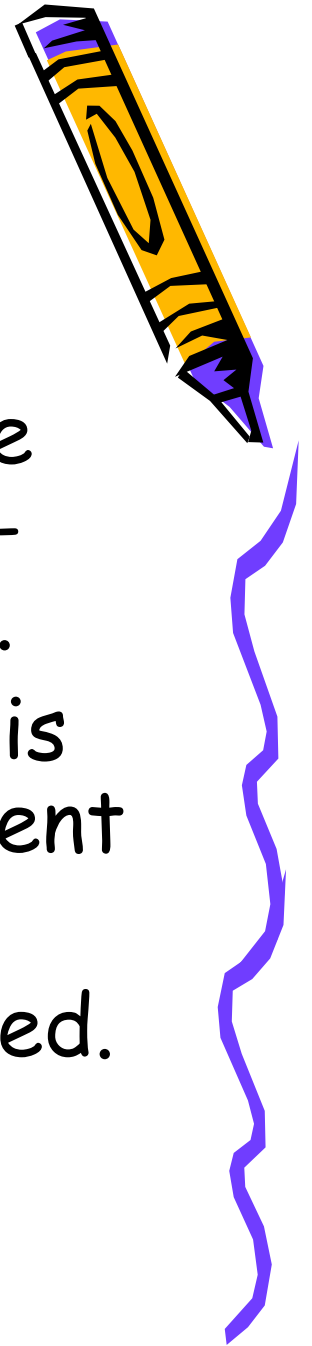
# How do you develop a culturally centered family literacy program?

- Importance of sociocultural context of the families and communities they serve.
- Book making.
- Builds on social interactions.
- Structures of the families.
- Attendance.
- Community concerns and meeting needs of individuals.



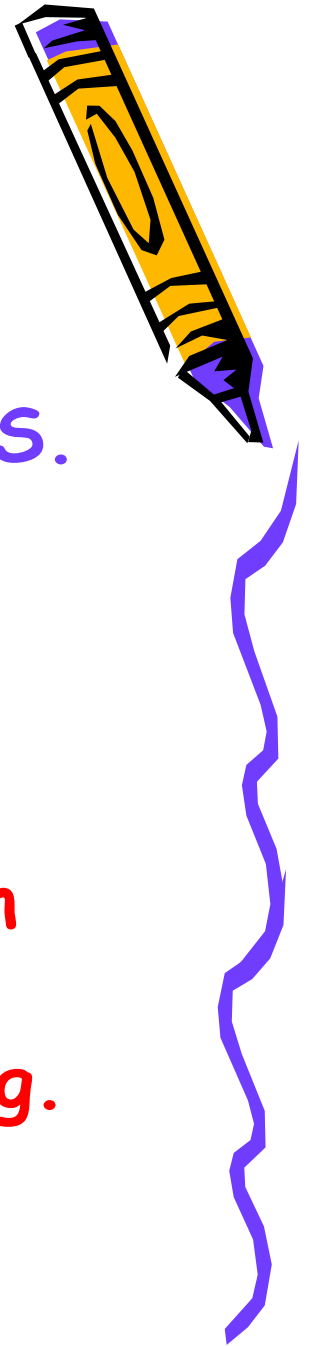
# What happens in a community when you leave?

- Flame parents, after 2 years in the program, are taking part in parent-school organizations and activities.
- After 3 years money is gone. This is where Parents as Trainers component comes in.
- Principals and Teachers get involved.



# Conclusions

- Project Flame is supported by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs and the Kraft Foundation.
- This family literacy program has been successful in helping Latino/a parents support their children's school learning.



The End!!!!!!

