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ABSTRACT

A staff development project designed a publication for the effective statewide dissemination of significant current or previous Section 353 special demonstration projects in adult literacy education in Pennsylvania and for the provision of feedback to project directors about their project's strengths and weaknesses. During the project, 72 programs were reviewed by a panel of six literacy experts. Projects submitted for review were in the following areas: workplace and family literacy, special populations, curriculum development, counseling, recruitment and retention, and research and program improvement. Twenty-six projects were selected as outstanding by the panel and 10 projects received honorable mention. These 36 projects were described in 6 FOCUS bulletins published between December 1994 and May 1995. The newsletters were distributed to adult basic and literacy education (ABLE) programs, the ABLE state task force, the 353 projects review committee, project directors, all librarians and legislators in the state, and adult basic education state directors and clearinghouses throughout the country. The FOCUS newsletters received 14.02 of a possible 15 points, or a 93 percent favorable rating from a reader survey, and 26 of the 27 agencies responding to the survey wanted the service maintained. (Program descriptions, project materials, and the six issues of FOCUS are included in the report.) (KC)

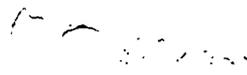
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FOCUS on FEEDBACK

FY 1994-1995

#99-5012

\$18,405

Sherry Royce, Project Director

final report
final report
final report
final report
final report

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ABSTRACT

Title: FOCUS ON FEEDBACK

Project No: 99-5012

Funding: \$18,405

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PURPOSE:

FOCUS ON FEEDBACK was a staff development project designed to provide a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects and to provide feedback to 353 project directors as to their FY 1993-94 project's strengths and weaknesses.

PROCEDURES:

FOCUS features projects recommended by a panel of six literacy experts who reviewed 72 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1993 and 1994. It includes projects in the areas of workplace and family literacy, special populations, curriculum development, counseling, recruitment and retention, and research and program improvement.

SUMMARY OF FINDINGS:

Twenty-six projects were selected as outstanding by the panel and 10 projects received honorable mention. These projects were described in six *FOCUS* Bulletins published between December 1994 and May 1995. The final report includes the newsletters and an annotated listing of this year's outstanding projects.

COMMENTS:

This year, feedback was provided to the 44 agencies whose projects were reviewed. Twenty-six of the 27 agencies responding to an accompanying feedback survey wanted this service maintained. In its yearly reader survey, *FOCUS* received a total of 14.02 out of a possible 15 points, or an 93% favorable rating.

PRODUCTS:

Between December 1994 and May 1995, six issues of *FOCUS* were produced and distributed to Adult Basic and Literacy Education (ABLE) programs; the ABLE state task force, the 353 review committee, 353 project directors, all librarians and legislators in the Commonwealth and ABE state directors and clearinghouses throughout the nation.

DESCRIPTORS:

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FINAL REPORT

FOCUS ON FEEDBACK

A 353 Special Project FY 1994-95
Funded by PDE: \$18,405 #99-5012

PROJECT SUMMARY

BACKGROUND

For the past ten years, Pennsylvania has had a process in place for the identification, review, selection, and promotion of exemplary 353 special projects. *FOCUS* Bulletins offer ABLE practitioners homebound staff development as a supplement to regional workshops and state conferences and provide regional staff development centers with information about outstanding practices that can be replicated to meet the needs of their area. *FOCUS* has been hailed by the US Department of Education's Division of Vocational and Adult Education as a model for the nation (*February 1987 Digest of 310 Evaluation Methods*). Over the years, project staff have provided information to other states regarding the *FOCUS* process; the most recent inquiry being received from Texas on March 16, 1994. This year, as a new service, 353 project directors received feedback as to the strengths and weaknesses of their special projects (see Appendix A) as well as *FOCUS* panel members' suggestions for improvement.

Goals and Objectives

The goals and objectives for *FOCUS* 1994-95 were twofold. The primary goal of this year's project was to prepare and publish a newsletter whose purpose was the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects. A secondary goal was to provide 353 project directors feedback on the FY1993-94 project(s) they produced. The following objectives put forth to meet these goals were all accomplished.

1. Identify, classify, and distribute special projects to *FOCUS* panel members.
2. Review and select exemplary projects having statewide significance.
3. Publish six *FOCUS* Bulletins featuring Pennsylvania's 1993-94 exemplary 353 projects.
4. Provide 353 project directors with the panel's comments regarding their 353 projects.
5. Evaluate *FOCUS* via surveys to readers, PA Clearinghouses, and 353 project directors.

Outstanding Project Selection Process

Six adult educators and the FOCUS editor reviewed 72 special projects from FY 1993 and FY 1994 in the areas of family and workplace literacy, special populations, curriculum development, recruitment and retention, and research and program improvement. Twenty-six projects were selected as exemplary and 10 received an honorable mention.

The Focus Panel. The following Focus panel members were selected to represent diverse areas of adult education expertise, including program administration; staff development; volunteer and literacy management and training; family and workplace programs; instruction for ESL, ABE, GED adults and programs for special populations including the learning disabled, seniors, and institutionalized adults.

Jane Ditmars, Region VII Staff Development Coordinator

Carol Goertzel, Executive Director of WAWA, Inc.

Cheryl Harmon, PDE Adult Education Clearinghouse AdvancE, *ex officio*

Chris Kemp, PDE Western Adult Literacy Center

Joan Leopold, Adult Education Director, Harrisburg State Hospital

Carol Molek, Director TIU 11 Adult Education and Job Training Center

Kathy Kline, Executive Director of The Adult Learning Center, Inc.

Sherry Royce, Focus Project Director, *ex officio*

Two panel members serve as regional staff development center staff while another is a former regional staff development center coordinator. Chris Kemp, in her role as Resource Specialist for the Western Adult Literacy Center, joined the panel this year and Cheryl Harmon, a former panel member and Resource Specialist for AdvancE, sat in on the review meeting as an *ex officio* member of the team.

Rating the Projects: The project director screened the FY 1993 and 1994 special projects, assigned them to appropriate categories, and arranged for them to be sent to panel members. Criteria for the review were adapted from those established by the USOE's Clearinghouse ADELL. The four major selection indicators for determining outstanding projects are:

1. **INNOVATION:** Addresses major priorities, Creative use of resources;
2. **EFFECTIVENESS:** Objectives and outcomes are clearly stated; Materials are linked to results; Content is appropriate for the target audience;
3. **ADAPTABILITY:** Reports and/or curricula are clearly written; Little staff training is needed;
4. **FINAL REPORT:** Complete description of all products included; Well organized; Attractive format.

On a five point scale, the highest rating attainable is Excellent (5) followed by Superior (4) and Good (3). Projects with less than a good rating in any category cannot be rated as outstanding. They may, however, receive an *HONORABLE MENTION* if they excel in any one category. Working at home with evaluation worksheets that reflect these criteria (See Appendix B), members of the FOCUS panel rated and ranked the 353 projects produced by Pennsylvania adult educators in FY1993 and 1994.

The Evaluation Session: The FOCUS evaluation session took place on November 17, 1994 in the PDE building in Harrisburg. During the morning session, matched teams that had read the same projects discussed and agreed upon their selections for outstanding projects in their categories (i.e. Curriculum, Program Improvement, Special Populations). In the afternoon group discussion, each team presented their selections to the entire panel.

FOCUS BULLETINS

The 26 projects that received an outstanding rating and the 10 projects that were considered as Honorable Mentions were highlighted in six FOCUS Bulletins published between December 1994 and May 1995. Topics for this year's bulletins were:

1. Family Literacy
2. Workplace Literacy
3. Curriculum Development
4. Special Populations
5. Research and Program Improvement
6. Recruitment and Retention.

Each issue contained a column featuring exemplary 353 projects from previous years that addressed the theme of the issue. The Bulletins were distributed to over 2000 adult literacy and basic education practitioners in the Commonwealth including all ABE/ESL/GED and Act 143 Literacy programs. They were also sent to the ABLE state task force; the 353 review committee; 353 project directors; all librarians and legislators in the Commonwealth; state departments of education, and state, regional and national adult education clearinghouses.

The following Resource Index lists exemplary special projects as featured in FOCUS Bulletins. *What's the Buzz* received a similar listing specifying the publication schedule for this year's exemplary projects. Appendix C provides an annotated listing of these projects. This annotated listing of exemplary projects was sent to AdvancE, to the Western Adult Literacy Center and to PDE Bureau of ABLE's nine regional staff development centers.

TABLE 1: FY 1994-95 FOCUS RESOURCE INDEX

PROJECT	ISSUE	PROGRAM
Adding Family Numeracy to ABLE Programs	DECEMBER	Community Action SW
Exploring the Wonders of Books, I & II	<i>Family</i>	Gertrude A Barber Center
Literacy Awareness Through Improvisations	<i>Literacy</i>	New Castle Public Library
Parenting Resource Book	<i>Issue</i>	Center for Literacy, Inc.
Sharing Literacy Models: Deaf Adults, Deaf Children and Their Families		PA School for the Deaf
Teach Your Children: Learning Differences		TIU Adult Ed and Job Train.
When Bonds Are Broken		Northampton Com., College
Finding the Missing Link: Expanding the Role of Literacy Councils in the Workplace	JANUARY	Greater Pittsburgh Literacy Council
TNT: Teams Need Training	<i>Workplace</i>	CIU 10 Adult Dev. Center
Worker-Centered Learning	<i>Literacy</i>	PSU ISAL
Workforce Basics	<i>Issue</i>	Center for Literacy, Inc.
Workplace Literacy SelfTest		Northampton Comm. College
The 1994 ABLE Curriculum Guide	FEBRUARY	Royce & Royce, Inc.
1994 Math Literacy	<i>Curriculum</i>	Center for Literacy, Inc.
ABLE as Storytelling	<i>Development</i>	Lincoln IU 12
Beyond the GED with Physical Science	<i>Issue</i>	Mercer County Vo-Tech
Don't Know Much about Geography		LSH Women's Program
Science and Math Applications		TIU Adult Ed and Job Train.
Curriculum for Multicultural Populations	MARCH	LSH Womens Program
Exploring the Past	<i>Special</i>	GEGAC Training Inst.
Family Literacy in Bridge Housing, II	<i>Populations</i>	Pittsburgh Lit. Incentive
Hand in Hand: Skills Activities for ESL Tutors and Students	<i>Issue</i>	Lutheran CFS
Mentors for College-bound ESL Students		Reading Area CC.
Pennsylvania Citizen Handbook		TIU Adult Ed and Job Train.
Platinum Historical Literacy Class		Schuylkill IU 20
Learner Centered Alternative Assessment of Student Progress	APRIL	LSH Women's Program
Literacy Lending Library	<i>Research and</i>	Tri-County OIC, Inc.
Modified Assessment for Adult Readers	<i>Program Improvement</i>	Mid-State Literacy Council
Project PAI. Resources	<i>Issue</i>	CIU 10 Adult Dev. Center
Research Distilled		New Educational Projects
Research on Current ABLE Services		PSU ISAL
Focus on the Workplace: An Alternative Project to Reclaim HS Dropouts	MAY	Community Action SW
Retaining Reluctant Learners in ABE	<i>Recruitment</i>	PSU - Monroeville
Transition Time: Student Goals Beyond the GED	<i>and Retention</i>	LSH Women's Program
Understanding Our Youngest Students	<i>Issue</i>	TIU Adult Ed and Job Train.
Written Recruitment Plan for ABE/Literacy Programs		Grt. Pittsburgh Lit. Council

Feedback to 353 Project Directors

In order to provide a foundation for the feedback to 353 project directors, the *FOCUS* coordinator prepared an analysis of 353 projects funded to local agencies between 1984 and 1994. During this period, 50 agencies were funded for single projects and 75 agencies were funded for two or more projects (506 projects). State-oriented projects such as clearinghouses, regional centers, conferences and on-going publications were not included in the data base. From 1984 to 1994, approximately \$5,881,047 was spent to fund the 556 special projects, or an average of \$10,557 per project.

Of the 50 agencies funded for only one project during this 10-year span, three projects were rated exemplary. These outstanding projects received \$38,052 in funding or 9% of the \$411,993 expended by the 50 agencies receiving only one project. During the same time period \$5,469,054 was spent on 506 projects funded to 75 agencies, each of whom received two or more grants. Fifty of these agencies produced 171 exemplary projects costing \$2,111,048 or 39% of the total money allocated to multiple grant agencies. Ten of these agencies with three or more grants each produced 138 special projects between 1984 and 1994, 80 (58%) of which were deemed exemplary. The raw data for the statistics quoted above was provided to PDE's Bureau of ABLE.

Each of 44 special project directors with a FY1993 or 1994 special project reviewed by the *FOCUS* panel received: 1) a letter explaining the feedback process; 2) a response form asking their agency to comment on the value of this feedback; 3) a 10-year analysis of their agency's success in mounting exemplary programs; and 4) an Evaluation Worksheet for each project reviewed (See Appendix A).

The 10-year analysis provided a comparison of the agency's ranking with that of agencies ranking 40% or higher in terms of exemplary projects produced. It listed the title, year and rating for each of the agency's exemplary special projects. The project evaluation worksheet included panelists' remarks about their project's strengths and weaknesses, comments and recommendation for use. This worksheet also included a numerical rating for selection indicators that address the criteria of Innovation, Effectiveness, Adaptability and Final Report.

Project Evaluation

Evaluation from Feedback Recipients:

Twenty-seven of the 44 agencies that received feedback on their special projects (61%) completed the response form with 26 of these indicating the feedback was valuable and they wanted the process

continued. The project director responded to two phone calls. She assured one agency that the 10-year analysis and listing of their agency's exemplary projects was provided for their use and was not sent out to other local projects. She noted a valid concern that products produced by small staff development projects should be judged by different criteria than those used to determine excellence for large special demonstration projects. This will be addressed next year by reviewing and revising *FOCUS* selection indicators for products produced by small staff development projects.

The 1994-95 Reader Survey

The May *FOCUS* Bulletin contained a Reader Survey (See Appendix D). The following tables and comments provide an analysis of reader characteristics and preferences.

TABLE II: Characteristics of FOCUS Readers

Positions						
Administrators/ Project Directors	Instructors Tutors	Trainers	Curriculum Specialists	Staff Development Specialists	Counselors	Other
53%	18%	12%	8%	8%	1%	
Agencies						
Community Based Organization	Local Education Agency	Literacy Council	Community College/University	Institutions	Private Sector Business/Industr y	State Government
39%	17%	14%	12%	6%	6%	6%
Funding						
Act 143	ABE/GED	JPTA	Other Federal	Welfare	State	Private Sector/
20%	25%	9%	9%	6%	13%	18%

While 88% of the completed surveys came from Pennsylvania adult educators, over one-fifth of the respondents were administrators and staff development specialists from Arkansas, California, Kentucky, Illinois, Indiana, Mississippi, New York, Texas and Utah. Readers showed a wider diversity in positions and responsibilities than in previous years indicating that *FOCUS* is no longer just a homebound staff development vehicle for administrators or project directors but is now recognized as a viable resource for instructors and other ABE staff.

There has also been a shift in readership in terms of agencies served. Community based organizations lead local educational agencies and literacy councils for the first time since 1984 and *FOCUS* shows gains in readership in higher education institutions and the private sector. The changes in agencies sponsoring ABE programs and thus *FOCUS* readers are due no doubt to an expansion of sources of

funding beyond federal ABE/GED and state Act 143 monies. However, it must be kept in mind that this report merely documents the number of sources of funding available to *FOCUS* readers and **not** the dollar amounts received by their programs.

TABLE III: READER PREFERENCES

Preference for Issues Lowest Rank - Highest Preference	Average	No. of Firsts	No of Seconds	No of Thirds	No of Fouths	No of Fifths	No of Sixths
Curriculum	2.95	8	14	4	6	6	3
Recruitment & Retention	3.15	7	7	12	5	8	2
Family Literacy	3.45	9	6	6	4	7	8
Workplace Literacy	3.72	11	3	1	7	5	12
Research/Program Improvement	3.78	2	8	9	9	4	9
Special Populations	3.93	4	3	8	9	9	7
Want other states 353s reviewed	60%						
Requested 353s from Advance	88						
Requested 353s from Proj. Dirs.	17						

Readers were asked to rate the six *FOCUS* issues as to the topics that were most interesting and useful to them. Once again Curriculum Development was a clear favorite, with Recruitment and Retention leading the also-rans. The table above lists reader preferences in more detail. It should be noted that family literacy and workplace earned nearly as many *lasts as firsts*.

TABLE IV: FOCUS EFFECTIVENESS RATING 1984-1995

Comparative Ratings	1995	1994	1992	1990	1988	1986	1984
Organized	2.8	2.7	2.6	2.7	2.7	2.6	2.8
Informative	2.9	2.7	2.8	2.9	2.7	2.7	2.8
Understandable	2.8	2.6	2.7	2.7	2.7	2.7	2.8
Interesting	2.8	2.7	2.6	2.7	2.6	2.6	2.6
Useful	2.8	2.5	2.6	2.7	2.6	2.5	2.3
TOTAL (15 is highest possible)	14.1	13.2	13.3	13.3	13.3	13.1	13.3
AVERAGE (3 is highest possible) SCORE	2.82	2.64	2.66	2.74	2.66	2.62	2.6

A four point rating scale was used to evaluate the *FOCUS* Bulletins with 0 as the lowest possible rating and three as the highest. This year, out of a possible 15 points in five areas, *FOCUS* received an average score of 14.1 or a 93% Approval Rating, the highest in its history. A comparison of the *FOCUS* 1994-95 ratings with previous years shows consistency over time.

READER COMMENTS (See Appendix E for letters)

In publications, as in any product, the real test of value is in demand. Last year's *FOCUS on Excellence* has been selected by ERIC for inclusion in its database. *FOCUS* was included by Literacy Volunteers of America, Inc. (LVA) in its list of 14 publications of greatest use of members of the LVA network. The *FOCUS* editor gets numerous telephone calls and letters each year requesting:

additional copies of issues of interest to the reader:

I would like to obtain a copy of the February 1995 issue of Focus on Literacy which features information about some of the Section 353 projects. Because I teach in a G.E.D. program, I cover many of the subject areas mentioned and find it important to be current on curriculum development. Mary Warfel, Expectant and Parenting Youth Program, Lehigh Valley PIC

requests to be put on the mailing list:

I have recently become the Program Coordinator for The Chicago Public Library Adult Basic Reading Program...Your newsletter was included in a packet of information I received from our funding office. I was surprised and awe struck when I learned of your volunteer support in Pennsylvania. We needs lots of assistance in this and other areas in our city-wide efforts...Please add our program to your mailing list. Phaeffa Leslie, Coordinator, ABR, Chicago Public Library

and just plain thanks!

Just a note to tell you how much we enjoy your newsletter. It's great to know the issues we are involved with are the same as others. The workplace literacy issues was great!

Freda Peppard, Executive Director East Texas Literacy Council

Survey respondents indicated that they had requested 88 special projects from AdvancE and 17 from local 353 directors. AdvancE, in reviewing their circulation file estimated that they had received 250 requests for 353 projects featured in *FOCUS* Bulletins and the Western Adult Literacy Center logged project requests at 63.

The following comments by *FOCUS* readers provide a rough idea of the various reasons this newsletter has remained valuable to ABLE practitioners since 1984 and how information contained in the Bulletins is spread to other staff members and programs.

ILLINOIS COMMENTS:

I share my copies of Focus with colleagues. All the issues are excellent. My family and workplace coordinators would perhaps rank otherwise. Especially with so much of the library funding in limbo, your center provides an important information sharing source.

Community College of Moline, IL

ARKANSAS COMMENTS:

I think there's some very good material in the newsletter and very interesting to read about actual projects.

Ozark Literacy Council, Inc. Arkansas

NEW YORK COMMENTS:

I've always had extremely good service, found the information very useful. We are an LVA affiliate and are always looking for new and fresh ideas. Thank you.

FOCUS is unique among the newsletters I see from around the country. If only every state had a *FOCUS*. It's so hard to get information on 353 projects from many states that I wonder who besides the project developers knows of them and uses them. I would, however, like to see more on ESL projects, instead of having them be only one of several categories in Special Populations.

Schlossberg, LVA.

I could not receive the projects I requested from Advance because we are out of state. I appreciate the assistance/resources from PA as I am from NY. I requested information on specific 353 projects but was informed that I could not receive them and to contact the NYS literacy resource center. However, the NYS center has not responded to letters and telephone calls.

KENTUCKY COMMENTS:

I would like to know how to acquire or purchase materials.

Kentucky Center for Adult Education and Literacy.

CALIFORNIA COMMENTS:

I appreciate being able to keep up on PA literacy adult education, even though I now work in CA. Please keep it coming. Thanks.

Adult Literacy, California State Library

UTAH COMMENTS:

I have enjoyed receiving this publication.

Salt Lake City Literacy Council

PENNSYLVANIA COMMENTS:

The Focus newsletter is always informative and directs me to read various 353 projects.

Excellent Publication. Keep up the good work.

CBO Pittsburgh

Harrisburg Institution.

Our instructors have only recently been receiving FOCUS and intend to start requesting projects from AdvanceE for review. Private Industry Council of Lehigh Valley
This is one of the best pieces of Adult Ed literature available. Nice work.

Williamsport CBO

As a new administrator of adult education programs, I have found FOCUS to be a valuable resource for ideas, information, etc. I will be borrowing more projects for review.

Philadelphia LEA

Excellent Resource. One I look to for follow-up contact to Advance. Keep up the good work, Sherry! It is useful for corrections and our street literacy program.

Education Department, SCI Huntingdon

The information in the newsletter is outstanding. However, the design is too cramped - white space is ok.

CIU 10 Development Center for Adults

I think you always do a great job!

Elwyn Institute

Please put me on your mailing list so I can receive all issues and not just borrow from others.

Dr. Meryl Lazar, University of Pittsburgh

I really like this publication. It has very relevant information. Good job! Lehigh University

This is a needed bulletin and is not only informative but useful and insightful.

Council of Spanish Speaking Organizations, Philadelphia.

I like the general format of Focus on Literacy. I would very much appreciate an issue dedicated to learning disabilities and adults. The rating schedules for materials are helpful and I pass them on to my colleagues. I have not used the 353 project information as yet.

Learning Connection, Philadelphia.

How long do the panel members stay on the panel. Are these slots open to others?

Pittsburgh Family Literacy Program

APPENDIX A

FOCUS PUBLICATIONS

SHERRY ROYCE

1938 Crooked Oak Drive • Lancaster, PA 17601

Telephone: (717) 569-1663 • Fax: (717) 560-9903

February 1, 1995

Kathy Kline, Exec. Director
Adult Learning Center, Inc.
411 Eagleview Blvd.
Exton, PA 19341

Dear Kathy:

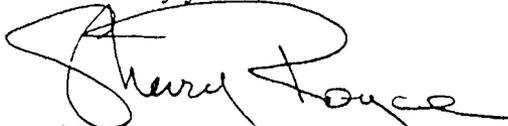
Ever year since 1984, the Focus project has reviewed and evaluated 353 projects funded by the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE). Those projects deemed exemplary by a panel of expert program directors, curriculum and staff development specialists are then featured in the *FOCUS on Literacy* bulletin published six times a year.

In addition to providing this information to the field at large, this year's project, *Focus on Feedback*, seeks to be more responsive to individual project directors by providing you with:

1. A 10-year analysis of your agency's success in mounting exemplary projects
2. A detailed evaluation of your agency's 1993-94 special projects and staff development projects (with products).
 - a. Some 1992-93 projects that were not available for review last year are included.
 - b. No regional staff development center, state-sponsored summer conferences, or on-going (Passages, What's the Buzz) special projects are included.

As you must realize, feedback is a labor-intensive job. If I am to continue to provide this information to you each year, it is important for me to know that it is valuable to you. Please complete the enclosed response form and mail or fax it to me at your earliest convenience.

Sincerely yours,



Sherry Royce, Project Director
Focus on Feedback

encs

PROJECT TITLE: Don't Know Much About Geography

Agency: LSH Women's Program
Project Director: Daryl Gordon

Project #: 98-3030
Cost: \$22,808

Project's Components

<input checked="" type="checkbox"/> Final Report	<input checked="" type="checkbox"/> Resource Guide
<input type="checkbox"/> Manual	

To which ABLE staff is project addressed?

<input type="checkbox"/> Administrators	<input checked="" type="checkbox"/> Teachers	<input type="checkbox"/> Tutors
<input type="checkbox"/> Trainers	<input type="checkbox"/> Counselors	<input type="checkbox"/> Learners
<input checked="" type="checkbox"/> Staff Development Specialists		

To which ABLE program population is the project addressed?

<input type="checkbox"/> 0-4 Literacy	<input checked="" type="checkbox"/> ABE	<input type="checkbox"/> ESL	<input checked="" type="checkbox"/> GED	<input type="checkbox"/> Institutional	<input checked="" type="checkbox"/> Family Literacy	<input type="checkbox"/> Workplace
<input type="checkbox"/> Other _____						

I. What are the major strengths of the project/products?

This excellent curriculum manual on geograpjy works from the familiar (the neighborhood) to the less well known. It provides interesting kinesthetic-tactile exercises, and a multi-cultural focus. There is good resource information and suggestions for cooperative learning.

II. What are the major weaknesses of the project/products?

The curriculum has almost no information about Asia. Field testing with four classes is mentioned in the final report but no information about how many students were included. I would have to have seen some of the student evaluations forms, not just a few excerpts.

III. Comments

The answer sheets and references were very clear as were the instructions and suggestions. I liked the variety of activities which address multiple learning styles. The report title doesn't match the product title — it would help if the titles were matching and the cover labeled Final Report and Product.

IV. Recommendations for Use

An excellent resource for an area of knowledge rarely covered. This whole project can be easily adapted and used to supplement basic GED social studies curriculum. This can be adapted for use by tutors and with low-level or L.D. students.

FOCUS EVALUATION WORKSHEET

2

Project Title Don't Know Much About^{9209.} Project Cost 23,808

Project Director : Dorothy Gordon PDE # 98-3030

SUMMARY OF RATINGS

SELECTION INDICATORS FOR		Product	Process	Final Report
I = Innovation	E = Effectiveness			
A = Adaptability	FR = Final Report			
I-1	Addresses priority/Improved materials/strategies	5	5	5
I-2	Model for an important need	5	5	5
I-3	Creative use of resources	5	5	5
I-4	Significant addition to the field	5	5	5

E-1	Objectives clearly stated	4		5
E-2	Outcomes clearly described	4		4
E-3	Content appropriate for target population	5		5
E-4	Intended use of materials/strategies identified	5		5
E-5	Materials/processes linked to outcomes	4		4
E-6	Participant changes described	4		4
E-7	Effectiveness documented	4		4
E-8	Evaluation component documented (third party, review panel, user survey)	4		4

A-1	Little administrative time needed to adapt	5	5	5
A-2	Little staff training needed for adoption by another agency	5	5	5
A-3	Overall cost efficiency (usable by small agencies)	5	5	5
A-4	Overall transferability (ability to duplicate materials, processes)	5	4	5
A-5	Parts usable	5	5	5
FR-6	Adequate instruction for using Product/Process	4	4	4

FR-1	Conforms to PDE directions (order, contacts, all components included)	5	5	4
FR-2	Organization (table of contents, headings, time lines)	5	0	4
FR-3	Complete description of products produced	4	0	5
FR-4	Appearance (layout, spelling, grammar, quality of copy and packaging)	5	0	4
FR-5	Readability (Report, materials clearly written, concise, informative)	5	0	5

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Instructions: Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the

TOTAL RATING:
19

Alphabetical Listing of Agencies with 1992-93 and 1993-94 Project Reviewd by FOCUS

26 of 27 Agencies Responding to Feedback Survey (*) Wanted Feedback Maintained

	AGENCY	PROJECT NAME	YEAR	PROJECT #
1	Adult Literacy Center of the Lehigh Valley	Teachers Training Teachers in Cultural Communication and Curriculum	1992-93	99-3018
2	Alle-Kiske Literacy Council	Steps to Success	1993-94	98-4042
3 *	Gertrude A. Barber Center	Continuing the Exploration of Books	1993-94	98-4022
		Exploring the Wonders of Books	1993-94	98-3016
4	Bethlehem Area Chamber of Commerce	Jump into Reading	1993-94	98-4052
5 *	Catholic Charities/IRS	Study Guide to Prepare for New Written Citizenship Exam	1992-93	99-3027
6 *	Center for Alternative Learning	Improving Spelling Skills in Adults with Learning Disabilities	1993-94	98-4041
		Staff Development Course on Learning Difficulties	1993-94	98-4032
		Staff Development Workshops About Learning Disabilities	1993-94	98-4033
7 *	Center for Literacy	Math Literacy	1993-94	98-4020
		Parenting Resource Book	1993-94	98-4007
		Workforce Basics	1993-94	98-4008
8 *	Centre IU 10	Project PAL	1993-94	98-4023
		Project Share	1992-93	99-3007
		Teams Need Training	1993-94	99-4007
9	Central Susquehanna IU 16	Library Computer Assisted Tutoring	1993-94	98-4006
10	Chester County IU	Atkinson Project Center Adult Literacy Program	1993-94	98-4051
11 *	Community Action Southwest	Adding Family Numeracy	1993-94	98-4019
		Focus on the Workplace: Alter. H.S. Collaborative Proj. to Reclaim H.S. Dropouts	1993-94	98-4028
		Handbook for Tutor Training in an ESL Program for Migrant Workers	1992-93	99-3011
12	Employment & Training (Huntingdon County)	Workforce Literacy Project, GATP	1992-93	98-3004
13 *	Fayette County Community Action	Connect: Inmate Advocacy	1993-94	98-4018
		Cooperative Family Literacy Project	1992-93	98-3014
14 *	Greater Erie Community Action Committee	Exploring the Past: Senior Literacy Model	1992-93	98-3003
15 *	Greater Pittsburgh Literacy Council	Find the Missing Link: Expanding the Role of Literacy Councils in Workplace Ed.	1993-94	98-4029
		Thresholds: Program to Increase Retention of African-American Men	1993-94	98-4000
		Written Recruitment Plan for ABE/Literacy Programs	1993-94	98-4001
16	IndoChinese-American Council	Developing a Pre-Employment Skills Curriculum for the ESL Learner	1992-93	98-3010
17	LaSalle University Urban Studies Center	Second Time Around: Family Literacy	1992-93	98-3048
18 *	Lehigh County Community College	Topics for Lehigh County Seniors II	1993-94	98-4021
19 *	Lincoln IU 12	Adult Basic and Literacy Education as Storytelling	1993-94	98-4027
20	LSH Women's Program	Curriculum for Multicultural Populations	1993-94	98-4033
		Don't Know Much About Geography	1992-93	98-3030
		Learner-Centered Alternative Assessment of Student Progress	1993-94	98-4036
		Transition Time: Student Goals Beyond the GED	1993-94	98-4014
		Women's and Community Issues Magazine	1993-94	98-4039
21	Lutheran Children and Family Service	Hand in Hand: Tutor Development Handbook	1993-94	98-4050
22 *	Lycoming County Library	Using Staff Development to Improve Retention of Special Needs Students	1992-93	98-3067

Alphabetical Listing of Agencies with 1992-93 and 1993-94 Project Review by FOCUS

	AGENCY	PROJECT NAME	YEAR	PROJECT #
23	Manito, Inc.	Context: An Inmate Newsletter	1992-93	98-3023
24 *	Mayor's Commission on Literacy	Collaborative Learning: Key to Empowerment & Participation in the 90s	1993-94	98-4032
		Education for Democracy: Developing a Civic Literacy Curriculum	1993-94	98-4031
25 *	Mercer County AVTS	Beyond the GED with Physical Science	1993-94	98--4024
26 *	Mid-State Literacy Council	Modified Assessment for Adult Readers - Collage	1993-94	98--4043
27 *	New Castle Public Library	Literacy Awareness Through Improvisation	1993-94	99--4009
28 *	New Educational Projects	Research Distilled: Practical Summaries of Adult Education 353 Research Projects	1993-94	98-4022
		Second Wind: How Adults Read	1993-94	99-4022
29 *	Northampton Community College	When Bonds Are Broken: Year II	1993-94	98-4004
		Workplace Literacy Self-Test	1993-94	98-4017
30	Partners for ESL, Inc.	Partners in Community Living	1993-94	98-4040
31 *	Pittsburgh Literacy Initiative (Goodwill)	Family Literacy in Bridge Housing	1993-94	98-4059
32	Programs for Exceptional People	Comprehensive Services for School Age Adults: History & Me Curriculum	1993-94	98-4049
33 *	PSU ISAL	Development of a Curriculum to Enhance Adult Learners' Higher Order Skills	1993-94	98--4003
		Research on Current ABLE Services and Recommendations for Achieving PA 2000	1993-94	98-4011
		Worker-Centered Learning: Developing a Basic Skills Curriculum & Manual	1993-94	98--4013
34 *	PSU Monroeville	Retaining Reluctant Learners in ABE through the Student Intake Period	1992-93	98-3036
35	PSU WPSX-TV	National Issues Forums: Citizenship Through Literacy	1992-93	99-3049
36	Reading Area Community College	Mentors for College Bound ESL Students	1993-94	98-4019
36 *	School District of Philadelphia	Developing an Educational Tracking System for Incarcerated Learners	1993-94	98-4012
38 *	Schuylkill IU 29	Comuniclearsory Training	1993-94	98-4046
		Good Citizens Through Literacy Network	1993-94	98-4047
		Platinum Historical Literacy Class	1992-93	98-3037
39 *	State College Area S.D.	Discover Pennsylvania	1993-94	98-4009
40 *	Susquehanna Co. Volunteer Literacy Council	Overcoming the Fear	1993-94	98-4018
41 *	Temple University	Counseling & Life Coping Workshop for Unemployed Workers	1992-93	98-4034
42 *	TIU Adult Education and Job Training Center	PA Government: Handbook for Citizens	1993-94	99-4037
		Science and Math Applications	1993-94	99--4029
		Seniors: Community Connection	1993-94	98-4010
		Staff Development: Understanding Our Youngest Students	1993-94	99--4028
		Teach Your Children: Learning Differences	1993-94	98--4038
43	Tri-County OIC, Inc.	Literacy Lending Library	1992-93	98-3040
		Operation LinkUp: Institutional Delivery Through Technology	1993-94	98--4002
44	Western PA Center for the Deaf	Sharing Literacy Models: Deaf Adults, Deaf Children and Their Families	1992-93	98-4048

APPENDIX B

FOCUS EVALUATION WORKSHEET

PROJECT TITLE _____

Focus Topic Area _____

I. List the project's components

II. What are the major strengths of the project/products?

III. What are the major weaknesses of the project/products?

IV. Comments (project, products, final report):

FOCUS EVALUATION WORKSHEET

2

Project Title _____ Project Cost _____

Project Director : _____ PDE # _____

SUMMARY OF RATINGS

SELECTION INDICATORS FOR		Product	Process	Final Report
I = Innovation A = Adaptability	E = Effectiveness FR = Final Report			
I-1	Addresses priority/Improved materials/strategies			
I-2	Model for an important need			
I-3	Creative use of resources			
I-4	Significant addition to the field			

E-1	Objectives clearly stated			
E-2	Outcomes clearly described			
E-3	Content appropriate for target population			
E-4	Intended use of materials/strategies identified			
E-5	Materials/processes linked to outcomes			
E-6	Participant changes described			
E-7	Effectiveness documented			
E-8	Evaluation component documented (third party, review panel, user survey)			

A-1	Little administrative time needed to adapt			
A-2	Little staff training needed for adoption by another agency			
A-3	Overall cost efficiency (usable by small agencies)			
A-4	Overall transferability (ability to duplicate materials, processes)			
A-5	Parts usable			
FR-6	Adequate instruction for using Product/Process			

FR-1	Conforms to PDE directions (order, contacts, all components included)			
FR-2	Organization (table of contents, headings, time lines)			
FR-3	Complete description of products produced			
FR-4	Appearance (layout, spelling, grammar, quality of copy and packaging)			
FR-5	Readability (Report, materials clearly written, concise, informative)			

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Instructions: Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the

TOTAL RATING:

FOCUS EVALUATION WORKSHEET

3

V. To which ABLE staff is the project addressed?

Administrators Teachers Tutors Counselors
Trainers Learners Staff Development Specialists

VI. To which ABLE program population is the project addressed

0-4 Literacy ABE ESL GED Institutional
Family Literacy Workplace Literacy Multi-program
Identify multiple groups _____

VII.. Recommendations for Use: (Can the whole project, product, or parts of it be easily adopted/adapted for use by other ABLE programs/agencies?)

FOCUS Panelist's Initials: _____

Date of Project Review: _____

APPENDIX C

1994 ABLE CURRICULUM GUIDE

PROJECT DIRECTOR: Sherry Royce

Royce & Royce, Inc.

ADDRESS: 1938 Crooked Oak Drive
Lancaster, PA 17601

TELEPHONE: (717) 569-1663

AUDIENCE: A, T

SUB-AREA: 0-4, ABE, ESL, GED, Family, Workplace

COMPONENTS: FR, 2C

The 1994 Guide provides ABLE practitioners with annotated listings of ABE/GED/ESL, New Readers, Family and Workplace learner materials as well as a bibliography of teacher resources. There is a Publishers' Index and a listing of publishers' contacts, addresses, telephone and fax numbers. Each resource listed met strict criteria for selection and is classified as to subject matter. Each listing contain a brief description of the resource, its rating, purpose, components, skills covered, format, and single copy price as of June 1994.

CURRICULUM DEVELOPMENT

YEAR: 1994

ISSUE: February 1995

AE #: 3025-971 PROJECT: 99-4016

COST: \$22,215

PANEL REVIEW: November 1994

Effectiveness: E Innovation: E

Adaptability: E Final Report: E

1994 MATH LITERACY

PROJECT DIRECTORS: Smith, Brandt, Weinberger

Center for Literacy, Inc.

ADDRESS: 636 S 48th Street
Philadelphia, Pa 19143

TELEPHONE: (215) 474-1235

AUDIENCE: T, L

SUB-AREA: Math

COMPONENTS: FR, C, G

The Math Literacy curriculum consists of a 7-unit learner's workbook and corresponding practitioner's handbook. The curriculum provides activities that encourage reading with math skills. It has students working as partners or in teams applying math skills and concepts to their daily lives. Writing activities which aid students in self-assessment of their learning include keeping a math journal and writing word problems and lesson plans.

CURRICULUM DEVELOPMENT

YEAR: 1994

ISSUE: February 1995

AE #: 3025-1006 PROJECT: 98-4020

COST: \$23,798

PANEL REVIEW: November 1994

Effectiveness: NA Innovation: E

Adaptability: E Final Report: S

ABLE AS STORYTELLING

PROJECT DIRECTORS: Rutledge, Oreth-Diener, Wardrop

Lincoln IU 12

ADDRESS: PO Box 70
New Oxford, PA 17350

TELEPHONE: (717) 854-4154

AUDIENCE: T, C

SUB-AREA: Story Telling

Billed as a manual of explanation and demonstration, this project provides practitioners with plenty of theory and sufficient practice to look at what is being done in ABE programs and decide whether such practices lead to student empowerment and provide the tools that will keep students moving toward their goals. It includes suggestions for building a class library and supplies activities for encouraging reading and writing with students of all ages and backgrounds.

CURRICULUM DEVELOPMENT

YEAR: 1994

ISSUE: February 1995

AE #: 3025-972 PROJECT: 98-4027

COST: \$6,199

HONORABLE MENTION

PANEL REVIEW: November 1994

COMPONENTS: FR

ADDING FAMILY NUMERACY TO ABLE PROGRAMS

PROJECT DIRECTORS: J.Schrock & B.Mooney

Community Action Southwest

ADDRESS: 22 W High Street
Waynesburg, PA 15370

TELEPHONE: (412) 852-2893

AUDIENCE: A, T, L

SUB-AREA: Math

COMPONENTS: FR, CURRICULUM:

FAMILY LITERACY

YEAR: 1994

ISSUE: December 1994

AE #: 3025-971 PROJECT: 99-4019

COST: \$6,375

PANEL REVIEW: November 1994

Effectiveness: S+ Innovation: S+

Adaptability: S+ Final Report: S+

This project developed, packaged, and field tested 10 Numeracy Activities Packets that can be used by parents with preschool, kindergarten, and first grade children. The final report includes a bibliography of math resources for children and a handbook covering Numeracy: What is it?, Why Does Math Matter?, Parents Role; How These Packets Can Help, and Numeracy Activities. A lesson plan for each activity includes objective, suggested age level, materials needed, what to do, and extended activities.

BEYOND THE GED WITH PHYSICAL SCIENCE

PROJECT DIRECTOR: K.Handerhan & J. Smoker

Mercer County Vo-Tech

ADDRESS: PO. Box 152
Mercer, PA 16137

TELEPHONE: (412) 662-3000

AUDIENCE: T, L

SUB-AREA: Science Math

COMPONENTS: FR, C

This project provides a hands-on physical science curriculum with an emphasis on chemistry for GED students interested in further education or training. Four units of instruction include Introduction to Chemistry, Introduction of Atomic Structure, Chemical Formulas and Equations, and Common Chemicals. Only kitchen or grocery store items are need for most activities. The guide is well organized, easy-to-use and to adapt. The participatory lessons are enjoyable for students and staff.

CURRICULUM DEVELOPMENT

YEAR: 1994

ISSUE: February 1995

AE #: 3025-975 PROJECT: 98-4024

COST: \$11,604

PANEL REVIEW: November 1994

Effectiveness: S Innovation: E

Adaptability: E Final Report: E

CURRIC. FOR MULTICULTURAL POPULATIONS SPECIAL POPULATIONS

PROJECT DIRECTOR: Daryl Gordon

LSH Women's Program

ADDRESS: 1340 Frankford Ave.
Philadelphia, PA 19125

TELEPHONE: (215) 426-8610

AUDIENCE: A, C, T, L

SUB-AREA: ABE, Literacy

COMPONENTS: FR, C

Topics for this curriculum were selected by students and then developed by staff into the following chapters: introductions; health; talking about our families; neighborhoods, current events; exploring careers. The manual provides teachers with a beginning and intermediate level lesson for each theme so they can tailor instruction to various levels. A number of self-study exercises are also included. In addition to grammar activities in each chapter, a 20-page appendix provides extra grammar and vocabulary practice.

YEAR: 1993

ISSUE: March 1995

AE #: 3025-968 PROJECT: 98-4033

COST: \$21,445

PANEL REVIEW: November 1994

Effectiveness: G Innovation: S

Adaptability: E Final Report: S+

DON'T KNOW MUCH ABOUT GEOGRAPHY

PROJECT DIRECTOR: Daryl Gordon
 LSH Women's Program
 ADDRESS: 1340 Frankford Ave.
 Philadelphia, PA 19125
 TELEPHONE: (215) 426-8610

AUDIENCE: T, L
 SUB-AREA: Geography
 COMPONENTS: FR, G

A 74-page manual, Exploring New Territory, provides teachers with strategies, techniques and activities for presenting geography as a field connected to adult learners. Units on States in the US and Countries and Continents follow a chapter on Local Geography. Map basics are presented first as a foundation for each unit. Each lesson contains a list of objectives and a description of activities. Exercises and activities can be used in sequence or interspersed with current events or social studies lessons.

CURRICULUM DEVELOPMENT

YEAR: 1994
 ISSUE: February 1995
 AE #: 3025-859 PROJECT: 98-3030
 COST: \$18,808

PANEL REVIEW: November 1994
 Effectiveness: S+ Innovation: E
 Adaptability: E Final Report: E

EXPLORING THE PAST

PROJECT DIRECTOR: Lynne C. Burke
 GEGAC Training Institute
 ADDRESS: 1006 W 10th St.
 Erie, PA 16502
 TELEPHONE: (814) 459-4581

AUDIENCE: T, L
 SUB-AREA: CAI, reading, writing
 COMPONENTS: FR, Stories

This curriculum was designed to improve the basic language skills and self esteem of participants from 10 senior centers. After a review of spelling, punctuation, capitalization and sentence structure, seniors wrote about their recollections of the past. They learned word processing in order to record their memories in a 50-page booklet. The paragraphs and short stories are classified as reading and hometown memories, family traditions, favorite toys, games and amusements, and childhood clothing styles.

SPECIAL POPULATIONS

YEAR: 1993
 ISSUE: March 1995
 AE #: 3025-863 PROJECT: 98-3003
 COST: \$9,000

PANEL REVIEW: November 1994
 Effectiveness: S Innovation: G+
 Adaptability: S Final Report: S+

EXPLORING THE WONDERS OF BOOKS, 1&2

PROJECT DIRECTORS: Barber-Carey & Zamierowsy
 Gertrude A. Barber Center, Inc.
 ADDRESS: 136 E Ave.
 Erie, PA 16507
 TELEPHONE: (814) 453-7662

AUDIENCE: A, T, L
 SUB-AREA: Reading

These two projects detail a curriculum presented to challenged adults in 20 weekly sessions in order to upgrade their oral reading and comprehension of printed materials and to encourage them to read to their children. Each lesson plan is built around a theme such as Animals, Childhood Experiences, Hygiene, Letters/Alphabet and Safety and includes objectives, procedures, materials, and related activities. In the second year, participants received CAI instruction and were encouraged to upgrade their parenting skills.

FAMILY LITERACY

YEAR: 1993 and 1994
 ISSUE: December 1994
 AE #: 3025-946/983 PRO: 98-4017/4022
 COST: \$,3061/\$5,000

HONORABLE MENTION

PANEL REVIEW: November 1994
 COMPONENTS: FR

FAMILY LITERACY IN BRIDGE HOUSING - II

PROJECT DIRECTOR: Judith Aaronson
 Pittsburgh Literacy Initiative
ADDRESS: 2600 E Carson Street 6th Floor
 Pittsburgh, PA 15230
TELEPHONE: (412) 481-9005

AUDIENCE: T, L
SUB-AREA: Reading, Enrichment

Seven *Read Me a Story* workshops were attended by 51 participants in housing units for the homeless. The final report, which describes the workshops, includes an outline, list of children's books covered, adult selections discussed, reading strategies taught and activities practiced. It explains the formative and summative evaluation component and discusses the results. There is also an excellent bibliography.

FAMILY LITERACY

YEAR: 1994
ISSUE: March 1995
AE #: 3025-992 **PROJECT:** 98-4059
COST: \$6,204

HONORABLE MENTION

PANEL REVIEW: November 1994
COMPONENTS: FR, 7 Workshops

FINDING THE MISSING LINK:**Expanding The Role Of Literacy Councils In The Workplace**

PROJECT DIRECTORS: Joyce, Mundie, & Block
 Greater Pittsburgh Literacy Council
ADDRESS: 100 Sheridan Square
 Pittsburgh, PA 15206
TELEPHONE: (412) 661-7323

AUDIENCE: A, E
SUB-AREA: Promotion
COMPONENTS: FR

The final report provides an analysis of the Workplace Survey administered to 20 small businesses in the Pittsburgh area and the steps taken to design and implement workplace literacy programs at three companies in this area. These companies were used as program models for the schematic presented for creating a workplace program. The report is intended to create a model that literacy councils can easily follow to develop working partnerships with small business.

WORKPLACE LITERACY

YEAR: 1994
ISSUE: January 1995
AE #: 3025-994 **PROJECT:** 98-4029
COST: \$10,000

PANEL REVIEW: November 1994
Effectiveness: S **Innovation:** S
Adaptability: E **Final Report:** E

FOCUS ON THE WORKPLACE:**An Alternative Project To Reclaim Recent HS Dropouts**

PROJECT DIRECTOR: B. Mooney & J. Schrock
 Community Action Southwest
ADDRESS: 22 W High St.
 Waynesburg, PA 15370
TELEPHONE: (412) 852-2893

AUDIENCE: A, C
SUB-AREA: Recruitment
COMPONENTS: FR

This project showed adult education could provide incentives and a method whereby recent dropouts could earn a high school diploma without returning to school for traditional classes. Four of eight participants, using individual learning plans (ILPs) approved by the school district, attending external classes and tutoring, and submitting portfolios documenting completion of assignments, were awarded HS diplomas within the program year. Two others were granted an additional three months to complete the program.

COUNSELING

YEAR: 1994
ISSUE: May 1994
AE #: 3025-996 **PROJECT:** 98-4028
COST: \$16,882

PANEL REVIEW: November 1994
Effectiveness: S+ **Innovation:** S+
Adaptability: G+ **Final Report:** S+

HAND IN HAND:**Skills Activities For EsL Tutors And Students**

PROJECT DIRECTOR: James J. Biles

Lutheran Children & Family Service

ADDRESS: 101 E Olney Ave.
Philadelphia, PA 19120

TELEPHONE: (610) 734-3382

AUDIENCE: T, L

SUB-AREA: Staff Development

COMPONENTS: FR, C

This follow-up to LCFS's *A Guide for the Volunteer Tutor* provides structured support for tutors who are working with low-level literacy and illiterate adult students. The 100-page booklet illustrates effective strategies for improving pronunciation, designing a survival level health care unit, teaching the interrogative to assist beginning students in daily living, using oral history to promote literacy skills, using the newspaper with ESL students and preparing the student for employment.

SPECIAL POPULATIONS

YEAR: 1993

ISSUE: March 1995

AE #: 3025-999 PROJECT: 98-4050

COST: \$14,829

PANEL REVIEW: November 1994

Effectiveness: S Innovation: S

Adaptability: E Final Report: E

LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS

PROJECT DIRECTOR: Cameron Voss

LSH Women's Program

ADDRESS: 1340 Frankford Ave.
Philadelphia, PA 19125

TELEPHONE: (215) 426-8610

AUDIENCE: A, T

SUB-AREA: Research

COMPONENTS: FR

Learner-centered assessment tools such as interviews, surveys, journals, progress charts, observations and portfolios were developed and used by three Pre-GED classes. Teachers participated in their own learning assessment by completing teacher surveys, reviewing alternative assessment methods, discussing how other programs do assessment, planning classroom activities that centered around setting goals and measuring progress, and undergoing observation on their assessment practices by a graduate student.

PROGRAM IMPROVEMENT

YEAR: 1994

ISSUE: April 1995

AE #: 3025-1003 PROJECT: 98-4036

COST: \$17,162

PANEL REVIEW: November 1994

Effectiveness: E Innovation: E

Adaptability: E Final Report: E

LITERACY AWARENESS THRU IMPROVISATION

PROJECT DIRECTOR: Marcia S. Anderson

New Castle Public Library

ADDRESS: 207 E North St.
New Castle, PA 16101

TELEPHONE: (412) 654-1500

AUDIENCE: A, SD, T

SUB-AREA: Tutor Training, Promotion

This project produced a videotape for use in tutor-training workshops when live skits by volunteer actors are not feasible. The accompanying manual, *Clues and Coping Behaviors*, helps tutors and referring agencies identify adults with literacy problems. Seven skits present situations that may prove difficult for adults lacking literacy skills. The manual contains discussion questions to be used by the facilitator following the presentation of each skit.

PROGRAM IMPROVEMENT

YEAR: 1994

ISSUE: May 1995

AE #: 3025-1005 PROJECT: 99-4009

COST: \$4,258

HONORABLE MENTION

PANEL REVIEW: November 1994

COMPONENTS: FR,

LITERACY LENDING LIBRARY

PROJECT DIRECTOR: Jeffrey Woodyard

Tri-County OIC, Inc.

ADDRESS: 1600 Market Street
Harrisburg, PA 17126-0333

TELEPHONE: (717) 238-7318

AUDIENCE: A, T, C

SUB-AREA: Literacy Resources

A survey of student interests identified 23 areas of non-classroom materials including beginning readers, health issues, parenting skills, history, current events, travel and self-improvement. The final report contains a step-by-step description of the process used to obtain books in these areas, identify an information storage system, complete data input, publish a mini-catalog, and institute a lending-library.

PROGRAM IMPROVEMENT

YEAR: 1993

ISSUE: April 1995

AE #: 3025-877 PROJECT: 98-3040

COST: \$7,690

HONORABLE MENTION

PANEL REVIEW: November 1994

COMPONENTS: FR, Resource Book

MENTORS FOR COLLEGE-BOUND ESL STUDENTS

PROJECT DIRECTOR: Mary Kreider

Reading Area Community College

ADDRESS: PO. Box 1706
Reading, PA 19603

TELEPHONE: (610) 372-4721

AUDIENCE: T, C, A

SUB-AREA: Counseling

This project developed a mentor-ESL student matching system to simplify the process of college entrance and to provide continuing support after enrollment. After receiving two hours of training, 16 mentors accompanied their students to college orientation and worked with their students during individual sessions on a weekly basis. They kept a weekly log of activities and met monthly with project staff and at midpoint with other mentors to exchange ideas and concerns.

SPECIAL POPULATIONS

YEAR: 1994

ISSUE: March 1995

AE #: 3025-1007 PROJECT: 98-4019

COST: \$3,750

HONORABLE MENTION

PANEL REVIEW: November 1994 - HM

COMPONENTS: FR

MODIFIED ASSESSMENT FOR ADULT READERS PROGRAM IMPROVEMENT

PROJECT DIRECTORS: M. Kindig & G. Wilt

Mid-State Literacy Council

ADDRESS: 204 Calder Way, STE 306
State College, PA 16801

TELEPHONE: (814) 238-1809

AUDIENCE: A, C, T

SUB-AREA: Assessment

Project staff developed and field tested an assessment tool to measure learner's strengths. The guide lists a developmental checklist of learner concepts, attitudes and strategies for word identification and reading comprehension. It also describes skills needed by practitioners to gather qualitative assessment information about adult learners including an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

YEAR: 1994

ISSUE: April 1995

AE #: 3025-1008 PROJECT: 98-4043

COST: \$4,361

HONORABLE MENTION

PANEL REVIEW: November 1994 - HM

COMPONENTS: FR, TG

PARENTING RESOURCE BOOK

PROJECT DIRECTOR: Rose Brandt
Center For Literacy, Inc.
ADDRESS: 636 S 48th St.
Philadelphia, PA 19143
TELEPHONE: (215) 747-1235

AUDIENCE: T, C
SUB-AREA: Staff Development
COMPONENTS: FR, Resource G

This comprehensive collection of parenting materials is divided into ten categories; Child Development; Communication; Discipline; Formal Education; Health-Adults; Health-Children; Informal Learning; Parenting; Safety, and Values. Of the 134 brief materials on parenting issues, 37 low level materials were created by project staff. The original sources for all other resources have been identified and permission to reprint can be obtained. If it's in this book, you can reproduce it.

FAMILY LITERACY

YEAR: 1994
ISSUE: December 1994
AE #: 3025-1012 PROJECT: 98-4007
COST: \$23,345

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: E Final Report: E

PENNSYLVANIA CITIZEN HANDBOOK

PROJECT DIRECTORS: B. Woodruff & C. Molek
TIU Adult Ed & Job Training Center
ADDRESS: 1 Belle Ave #58
Lewistown, PA 17044
TELEPHONE: (717) 248-1942

AUDIENCE: T, C, L
SUB-AREA: Social Studies
COMPONENTS: FR, C

This 150-page handbook provides detailed information about Pennsylvania government's structure and taxes. Written at a 4-8th grade level, it contains five units, a glossary and bibliography and is packed with its final report and two small booklets entitled *The Constitution of Pennsylvania* and *Pennsylvania Consolidated Statutes - 1993 Cumulative Supplement*. The handbook was field tested with ABE students in four counties who reported an increase in knowledge about taxes, the legal system, and local government.

CURRICULUM DEVELOPMENT

YEAR: 1994
ISSUE: March 1995
AE #: 3025-1016 PROJECT: 98-4037
COST: \$14,944

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S+
Adaptability: E Final Report: E

PLATINUM HISTORICAL LITERACY CLASS

PROJECT DIRECTOR: Lyn Leto
Schuylkill IU 29
ADDRESS: PO. Box 130, Maple Ave.
Mar Lin, PA 17951-0132
TELEPHONE: (717) 544-9131

AUDIENCE: T, L
SUB-AREA: CAI, Writing, Self Esteem
COMPONENTS: FR, C

While project objectives were to improve senior citizens' reading and writing skills as part of a language experience curriculum, the end product, a booklet of 112 poems, quotations and anecdotes, provides us with a wonderfully rich tapestry of life in a different era. The final report offers helpful observations on senior participation patterns and motivation. The digest compiled by the seniors will become a component of selected social studies curricula throughout Schuylkill County.

SPECIAL POPULATIONS

YEAR: 1993
ISSUE: March 1995
AE #: 3025-891 PROJECT: 98-3037
COST: \$12,357

PANEL REVIEW: November 1994
Effectiveness: S+ Innovation: S
Adaptability: G Final Report: S+

PROJECT PAL RESOURCES

PROJECT DIRECTOR: P. Keating-Butler & E. Gordon

CIU 10 Adult Development Center

ADDRESS: 540 Harrison Road
Pleasant Valley, PA 16823

TELEPHONE: (814) 359-3069

AUDIENCE: T, A

SUB-AREA: Tutors

COMPONENTS: FR, C

Project staff reviewed, updated, extended and documented a large rural program's oral tradition for program coordinators. Three manuals were produced: *A Procedures Manual*, *A Tutor Training Manual*, and a *Tutor Handbook*. The guide to procedures deals with daily practices and monthly record-keeping responsibilities. The tutor training manual offers an outline of viable topics and a bibliography of supporting materials. The tutor handbook is a compilation of previous workshop materials.

PROGRAM IMPROVEMENT

YEAR: 1994

ISSUE: April 1995

AE #: 3025-1018 PROJECT: 98-4023

COST: \$5,000

PANEL REVIEW: November 1994

Effectiveness: S Innovation: E

Adaptability: E Final Report: E

RESEARCH DISTILLED

PROJECT DIRECTOR: Tana Reiff

New Educational Projects, Inc.

ADDRESS: PO. Box 182

Lancaster, Pa 17608-8912

TELEPHONE: (717) 299-8912

AUDIENCE: A, SD, T, C

SUB-AREA: Research

COMPONENTS: FR, C

This project identifies and summarizes 47 section 353 research projects conducted in Pennsylvania and throughout the nation since 1989. The 32-page resource booklet is divided into assessment and testing, curriculum and instruction, participation and retention, and surveys and evaluations. The format for the reviews are: Title, project number, fiscal year, state, contractor, purpose, summary of procedure, summary of findings reviewer's comments, correlation to other projects, contact information and document retrieval address.

PROGRAM IMPROVEMENT

YEAR: 1994

ISSUE: April 1995

AE #: 3025-1028 PROJECT: 99-4024

COST: \$12,000

PANEL REVIEW: November 1994

Effectiveness: E Innovation: E

Adaptability: E Final Report: E

RESEARCH ON CURRENT ABLE SERVICES

PROJECT DIRECTOR: E. Ascov & L. Forzilli

Penn State University ISAL

ADDRESS: 204 Calder Way Suite 209

University Park, PA 16801-4756

TELEPHONE: (814) 863-3777

AUDIENCE: A

SUB-AREA: CAI List

Of the 948 organizations responding to a survey for adult literacy service providers (a 12% return), 325 (a 73% PDE return) served some 70,000 students, with the greatest number in ABE, ESL and GED classes. The final report provides clear readable charts, graphs and descriptions of services, staffing, sites, methods of outreach, technology, and funding reported by service responders.

PROGRAM IMPROVEMENT

YEAR: 1994

ISSUE: April 1995

AE #: 3025-1029 PROJECT: 98-4011

COST: \$29,989

HONORABLE MENTION

PANEL REVIEW: November 1994

COMPONENTS: FR

RETAINING RELUCTANT LEARNERS IN ABE THROUGH THE STUDENT INTAKE PERIOD

PROJECT DIRECTOR: Allan Quigley
 PSU CCGE-Monroeville
 ADDRESS: 4518 Northern Pike
 Monroeville, PA 15146
 TELEPHONE: (412) 836-1255

AUDIENCE: A, C
 SUB-AREA: Retention

In this study, four groups of reluctant learners were identified and assigned to three treatment groups and one control group that received no special intervention. The final report states that all members of the control group quit or were terminated prior to three months. Results showed teacher care had little to do with retention. Reluctant learners tended to trust counselors more than teachers. They were best retained in small group instructional situations where there was support from peers.

COUNSELING

YEAR: 1993
 ISSUE: May 1994
 AE #: 3025-905 PROJECT: 98-3036
 COST: \$12,285
HONORABLE MENTION

PANEL REVIEW: November 1994
 COMPONENTS: FR

SCIENCE AND MATH APPLICATIONS

PROJECT DIRECTOR: Carol Molek
 TIU Adult Ed & Job Training Center
 ADDRESS: 1 Belle Ave #58
 Lewistown, PA 17044-2435
 TELEPHONE: (717) 248-4942

AUDIENCE: T, L
 SUB-AREA: Science, Math

This math and science compendium provides practitioners with a detailed sequenced outline of traditional strategies, techniques and materials to teach these skills to small groups (10 or less) of ABE students. A listing of concepts taught in 10 math and 9 science units is followed by an outline of skills, assessment of skills, materials to be used, and teaching strategies. Especially helpful for novice tutors and teachers, it offers suggestions for hands-on activities to tie the subject matter to everyday life.

CURRICULUM DEVELOPMENT - HM

YEAR: 1994
 ISSUE: February 1995
 AE #: 3025-1030 PROJECT: 99-4029
 COST: \$10,517

PANEL REVIEW: November 1994
 COMPONENTS: FR, T, TG

SHARING LITERACY MODELS:

Deaf Adults, Deaf Children, And Their Families
 PROJECT DIRECTORS: R. Anthony, R. Garrity, D. Rhoten
 PA School for the Deaf
 ADDRESS: 300 E Swissvale Ave
 Pittsburgh, PA 15218-1469
 TELEPHONE: (412) 244-4228

AUDIENCE: T, L
 SUB-AREA: Reading
 COMPONENTS: FR, C, Video

This project produced a 20-minute video program, three learner booklets, an instructional guide, and two 5-hour workshops designed to encourage deaf and hearing parents to communicate with and to read to their preschool deaf children. The video is extremely professional even though it uses "real" parents and children. The three booklets (*Infant, Toddler, and Preschooler*) illustrate communication strategies are effective with deaf infants as well as five-year old children.

FAMILY LITERACY

YEAR: 1994
 ISSUE: December 1994
 AE #: 3025-1031 PROJECT: 98-4048
 COST: \$31,810

PANEL REVIEW: November 1994
 Effectiveness: S Innovation: S+
 Adaptability: S Final Report: E

TEACH YOUR CHILDREN: Learning Differences

PROJECT DIRECTOR: A.Fisher, P.Willard & C.Molek

TIU Adult Ed & Job Training Center

ADDRESS: 1 Belle Ave #58
Lewistown, PA 17044

TELEPHONE: (717) 248-4942

AUDIENCE: A, T, L

SUB-AREA: Counseling

COMPONENTS: FR, C, Workshops

The final report includes an outline and supporting materials for three workshops for ABE parents. entitled *How Do You Learn Best; Know Your School; and Self-Esteem: What it is. What it isn't*. These workshops helped parents gain information to use with their children in identifying learning styles and improving study habits. Parents who attended the workshops showed gains in communication and advocacy skills as well as increased self-esteem.

FAMILY LITERACY

YEAR: 1994

ISSUE: December 1994

AE #: 3025-1044 PROJECT: 98-4038

COST: \$4,929

PANEL REVIEW: November 1994

Effectiveness: S+ Innovation: S+

Adaptability: E Final Report: E

TNT: TEAMS NEED TRAINING

PROJECT DIRECTOR: KL. Hamilton, E.Gordon

CIU 10 Adult Development Center

ADDRESS: 110 E Bald Eagle St.
Lock Haven, PA 11745

TELEPHONE: (717) 893-4038

AUDIENCE: A, T, E

SUB-AREA: Curriculum

This project developed a curriculum for adult educators to use in teaching the following team work skills: Conflict Resolution; Motivation; Problem Solving; Leadership; Self-Esteem; Communication, Decision Making; and Interpersonal Relations. It provided two ½ day seminars to CIU 10 educators and local agencies engaged in workplace training: In addition to a final report, there is a 9-chapter manual and resource guide.

WORKPLACE LITERACY

YEAR: 1994

ISSUE: January 1995

AE #: 3025-1046 PROJECT: 99-4007

COST: \$15,572

PANEL REVIEW: November 1994

COMPONENTS: FR, C, G

TRANSITION TIME: Student Goals Beyond The GED COUNSELING

PROJECT DIRECTOR: Theresa Waltz

LSH Women's Program

ADDRESS: 1340 Frankford Ave
Philadelphia, PA

TELEPHONE: (215) 426-8610

AUDIENCE: C, T, L

SUB-AREA: Employability

COMPONENTS: FR, G

This 116-page manual describes a series of 9 workshops that can be presented during a GED course to incorporate career planning and goal-setting activities into a curriculum stressing critical thinking, reading comprehension and the writing skills necessary for successful completion of the GED. The workshops include getting organized; self-exploration; goal setting; counseling and financial aid; job training programs, college; looking for a job and overcoming barriers to success.

UNDERSTANDING OUR YOUNGEST STUDENTS

PROJECT DIRECTORS: H. Guisler & C. Molek

TIU Adult Ed and Job Training

ADDRESS: 1 Belle Ave. #58
Lewistown, PA 17044

TELEPHONE: (717) 248-4942

AUDIENCE: A, C, T, L

SUB-AREA: Staff Development

COMPONENTS: FR

COUNSELING

YEAR: 1994

ISSUE: May 1995

AE #: 3025-1037

PROJECT: 99-4028

COST: \$19,139

PANEL REVIEW: November 1994

Effectiveness: S Innovation: S+

Adaptability: S Final Report: E

Five workshops on understanding and working with at risk youth are detailed in the final report; including understanding developmental tasks and needs; curriculum-based assessment; learning strategies for late adolescents; dealing with discipline problems, and a discussion of case studies. There is a detailed description of each workshop, a list of resources that address the topic covered and easily duplicated handouts.

WHEN BONDS ARE BROKEN:**Family Literacy For Incarcerated Fathers And Their Children**

PROJECT DIRECTOR: M. Gonzalez & T. Evans

Northampton Community College

ADDRESS: 3835 Green Pond Road
Bethlehem, PA 18027

TELEPHONE: (610) 861-5069

AUDIENCE: A, T, C

SUB-AREA: Counseling

COMPONENTS: FR, 2G

FAMILY LITERACY

YEAR: 1994

ISSUE: December 1994

AE #: 3025-1054

PROJECT: 98-4004

COST: \$50,000

PANEL REVIEW: November 1994

Effectiveness: S+ Innovation: E

Adaptability: G+ Final Report: E

Under this project, literacy and parenting skills instruction was offered not only to incarcerated fathers but also to their children's caregivers. The final report provides a detailed description of the project and the effect it had on the prison and the community. Two by-products, a tutor training and a caregiver's book, were used as workshop manuals. *First Teacher*, which contains simplified versions of child development, learning theory, and parenting practices, could be used in any Family Literacy program.

WORKER-CENTERED LEARNING:**Basic Skills In A Union Setting**

PROJECT DIRECTOR: F. Schied & P. Carman

Penn State University ISAL

ADDRESS: 204 Calder Way, STE 209
University Park, PA 16801

TELEPHONE: (814) 863-3777

AUDIENCE: A, T, L

SUB-AREA: Reading, Math

WORKPLACE LITERACY

YEAR: 1994

ISSUE: January 1995

AE #: 3025-1056

PROJECT: 98-4013

COST: \$18,793

HONORABLE MENTION

PANEL REVIEW: November 1994

COMPONENTS: FR, C

This curriculum teaches basic and higher order skills based upon a *Union Pension Plan and Contract*. On-the-job issues and concerns are emphasized in the discussions that accompany the reading, vocabulary, usage, writing, charting and math activities. While the curriculum is specific to the hospital workers' union, the process of working with union personnel to establish, needs, priorities, and training structure as spelled out in the final report is adaptable for any literacy program.

WORKFORCE BASICS

PROJECT DIRECTOR: Amy Neubert
Center For Literacy, Inc.
ADDRESS: 636 S 48th St.
Philadelphia, PA 15154
TELEPHONE: (215) 474-1235

AUDIENCE: A,T,C, L
SUB-AREA: Curriculum
COMPONENTS: FR, C, G

Seven student books and teacher's guides provide instruction in basic and higher order skills using workplace-related materials. Skills include critical reading; effective writing; oral communication; problem solving; study skills; work-related math; and word processing. Easily replicated, these well organized booklets vary in length from 14 to 63 pages with space provided to complete exercises and writing activities. Instructors can select topics, chapters, or exercises appropriate to their student or class.

WORKPLACE LITERACY

YEAR: 1994
ISSUE: January 1995
AE #: 3025-1057 PROJECT: 98-4008
COST: \$15,154

PANEL REVIEW: November 1994
Effectiveness: E Innovation: E
Adaptability: E Final Report: E

WORKPLACE LITERACY SELF TEST

PROJECT DIRECTOR: M.Gonzalez, M.Cort & N.Disario
Northampton Community College
ADDRESS: 3835 Green Pond Road
Bethlehem, PA 18017
TELEPHONE: (610) 861-5069

AUDIENCE: A, L, E
SUB-AREA: Reading Math Assessment
COMPONENTS: FR, Assessment Packet

WORKPLACE LITERACY

YEAR: 1994
ISSUE: January 1995
AE #:3025-1058 PROJECT: 98-4017
COST: \$5000

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S
Adaptability: E Final Report: E

This concise, well-organized, and highly readable Final Report includes a Test Folder and Guide for Employers and an employee self-test of reading and math skills, entitled *Point Yourself in the Right Direction*. The test contains 15 math problems and a one-page reading passage followed by 10 questions. When employees taking the self-test check the answer key, they are given remediation advice, such as: *If you had any answers wrong in #1-5, you may need help with reading comprehension.*

WRITTEN RECRUITMENT PLAN FOR ABE/LITERACY PROGRAMS

PROJECT DIRECTOR: Karen Mundie
Greater Pittsburgh Literacy Council
ADDRESS: 100 Sheridan Square
Pittsburgh, PA 15206
TELEPHONE: (412) 661-7323

AUDIENCE: A, C
SUB-AREA: Recruitment
COMPONENTS: FR

This plan includes 8 objectives with action steps for each objective. Responsibility for each of the steps is assigned and a maintenance schedule indicating exactly when and how often a step should be repeated is provided. Referral training for service & community agencies, students & volunteers, and developing site committees for neighborhoods are some of the objectives. There is also a list of 11 job opportunities available to volunteers working with staff.

COUNSELING

YEAR: 1994
ISSUE: May 1994
AE #:3025-969 PROJECT: 98-4001
COST: \$4,360

PANEL REVIEW: November 1994
Effectiveness: S Innovation: S+
Adaptability: E Final Report: E

APPENDIX D

FOCUS on Literacy

READER SURVEY FORM

Please take a few minutes to complete the following survey.
Return it to Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by June 2, 1995.

(circle one)

READER'S MAIN RESPONSIBILITY:

Administration Instruction Counseling Training Curriculum Development Staff Development

Other _____

ORGANIZATION:

Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other _____

MAIN FUNDING SOURCE:

ABE/GED PA ACT 143 State Funds Foundation Private Sector JTPA Welfare

Other _____

			RANK	
I received the following issues of FOCUS: (check the months received)	_____	December 1994	Family Literacy	_____
	_____	January 1995	Workplace Literacy	_____
	_____	February 1995	Curriculum Development	_____
	_____	March 1995	Special Populations	_____
	_____	April 1995	Research and Program Improvement	_____
	_____	May 1995	Recruitment and Retention	_____

Please rank the issues from 1-6 in order of preference

I requested information about _____ (how many) 353 project(s) from: **Advance**
I requested information about _____ 353 project(s) from: **353 Project Director**

In general FOCUS Bulletins were:

	(Circle your Rating)			Poor
	Excellent			
Organized	3	2	1	0
Informative	3	2	1	0
Understandable	3	2	1	0
Interesting	3	2	1	0
Useful	3	2	1	0

I would be interested in: (Please check if interested)

_____ Receiving information about PA's 353 projects _____ Receiving information about other state's 353 projects

(Please turn over: Your comments would be appreciated)

COMMENTS:

Thank you for participating in this survey.

Please fold, tape or staple and return to the address given below

**Sherry Royce
FOCUS Editor
1933 Crooked Oak Drive
Lancaster, PA 17601-6425**

APPENDIX E



Commonwealth of Pennsylvania

Department of Education
333 Market Street
Harrisburg, PA 17126-0333

717-787-6704
717-783-8445 -- TDD
717-783-5420 -- FAX

June 2, 1995

Dr. Sherry Royce
Royce & Royce Inc.
1938 Crooked Oak Drive
Lancaster, PA 17601

Dear Dr. Royce:

Congratulations on the selection of your institution's Section 353 product during the 1993-94 fiscal year in the Educational Resources Information Clearinghouse. ERIC has chosen

ED # 376 341

Title FOCUS on Excellence

for inclusion in its database.

This document may receive attention and interest by many other adult basic and literacy educators in the country. Thank you for submitting copies of the project to the Bureau for Adult Basic and Literacy Education for dissemination to ERIC.

With regards,

Cheryl M. Harmon
Advance Resource Specialist
1-800-992-2283

cc: Evelyn Werner
Cheryl Keenan

cmh/dlp

BEST COPY AVAILABLE



National Headquarters

LITERACY VOLUNTEERS OF AMERICA, INC.

5795 Widewaters Parkway Syracuse, NY 13214-1846 (315)445-8000 FAX (315)445-8006

February 21, 1995

Ms. Sherry Royce
Focus Publications
1938 Crooked Oak Drive
Lancaster, PA 17601

Dear Ms. Royce:

I am delighted to hear that you are exploring the possibilities of making "Focus on Literacy" available online through the USDOE's ProNet service.

As Information Specialist for Literacy Volunteers of America (LVA), I researched more than 50 no-cost literacy publications that would be of greatest use to members of the LVA network. From these I chose "Focus on Literacy" and 14 other publications to include on a bibliography which was sent, via America Online, to approximately 100 LVA affiliates and literacy personnel. A paper copy of the bibliography was also made available to affiliates who requested it.

I am not surprised to learn that subscriptions to "Focus on Literacy" from LVA affiliates have been significant. Of all the periodicals I reviewed, this publication was the only one that concentrated solely on program dissemination.

I have also ordered materials described in "Focus" and found the projects described to be concrete and practical, and hence replicable by volunteer-based literacy programs.

Less than a year ago, LVA began a program to develop affiliate networking capacity. We are committed to this effort because we think the advantages of enabling grass roots literacy programs to have access to each other's expertise and to banks of information such as those offered by ProNet, NCAL, and NIFL are important for providing quality adult literacy services.

You are to be commended for pioneering an effort to make "Focus on Literacy" available on the information superhighway to adult educators everywhere.

Sincerely,

Karen R. Norton
Information Specialist
LVA-GTE Family Literacy Network

"We believe that the ability to read is critical to personal freedom"--LVA Mission Statement

FOCUS on Literacy

**FAMILY
LITERACY**

December 1994

Volume 9, Number 1

Sherry Royce, Editor

IN THIS ISSUE

- ◆ *Teach Your Children: Learning Differences* page 2
- ◆ *Exploring the Wonders of Books, I and II* page 2
- ◆ *Parenting Resource Book* page 3
- ◆ *Adding Family Numeracy* page 3
- ◆ *When Bonds are Broken* page 4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

INNOVATION:

- ◆ Addresses major priorities
- ◆ Creative use of resources

EFFECTIVENESS:

- ◆ Objectives and outcomes are clearly stated.
- ◆ Materials are linked to results.
- ◆ Content is appropriate for the target audience.

ADAPTABILITY:

- ◆ Reports and/or curricula are clearly written.
- ◆ Little staff training is needed.

FINAL REPORT:

- ◆ Complete description of all products included.
- ◆ Readable, well organized, and presented.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from: Advance, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA, 15044-9644. Telephone: (800) 446-5607. Fax: (412) 443-1310.

SHARING LITERACY MODELS

Deaf Adults, Deaf Children, and Their Families



This project was developed by Robert A. Anthony, Rosemary P. Garrity, and Donald Rhoten, Center on Deafness: Western PA School for the Deaf, 300 East Swissvale Ave, Pittsburgh, PA 15218-1469. Telephone: (412) 244-4228. FY 1993-94. \$31,810. Project #98-4048.

Right On Target

The target group for this project was deaf and hearing parents who have deaf children ranging in age from birth to five years of age. Very little is currently available to help parents encourage literacy activities in deaf preschoolers. This project, which produced a 20-minute video program, three booklets, and an instructional guide, is right on target.

There is no indication in the final report as to the level at which the parent role models and workshop participants were functioning. However, the videotape is self-explanatory, and the booklets are well illustrated and written at a 2nd-3rd grade level.

The Video Program

Looking at the professional quality of the video program (it's easy to watch and the captioning is done well), one tends to forget that the role models are real parents and their deaf children who were taped in their homes or at WPSD in Pittsburgh.

The completed videotape was critiqued by deaf and hearing viewers, and then presented to extended families of deaf children in a series of two 5-hour workshops that included demonstrations and discussion of reading strategies parents can use with their children.

Complimentary Manuals

Four booklets were produced in conjunction with the videotape as an inkind

donation by Robert Anthony and Rosemary Garrity of the Center on Deafness. *It's Never Too Early: How You Can Increase Literacy Skills with Your Deaf Child* provides an overview of the series, explains the captioning in the video, reviews the strategies presented in the video program and workshops, and lists general and signed English resources.

The three booklets, *Increasing Literacy Skills with Your Deaf Child: Infant; Toddler; and Preschooler*, are based upon the belief that *communicating with your child is the foundation of reading*. They illustrate communication strategies which are effective with deaf infants as well as five year olds.

The Evaluation Component

The final report includes survey responses from parents who attended the workshops as well as a formal analysis of observation/interaction data collected by the project director from the videotaped segments and shared reading practice sessions.

FOCUS RATING:

This project received a SUPERIOR+ rating for Innovation; SUPERIOR for Effectiveness and Adaptability, and EXCELLENT for Final Report. Focus panel members noted that the video was a modeling tool rather than an instructional instrument. *The closed captioning was excellent.*

TEACH YOUR CHILDREN

LEARNING DIFFERENCES

This project was developed by Allison L. Fisher and Penny Willard under the direction of Carol Molek, TII Adult Education and Job Training Center, 1 Belle Ave., #58, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. \$4,928. Project #: 98-4038.

Adaptation of a Successful 353

Project staff adapted methods used in the Center for Literacy's (CFL's) *Self-Esteem for Parenting* project (see the *Past Winners* box on this page) to recruit participants, plan the curriculum, and evaluate three workshops, entitled *Teach Your Children: Learning Differences*. The final report includes an outline for each workshop plus the materials that support workshop activities.

How Do You Learn Best

The first workshop used learning style inventories to help parents identify their own learning styles, and suggested ways in which they could determine their children's preferred way of learning. The discussion then turned to the relation between learning style and study skills, and covered such topics as work environment, organization, time management, memory, listening, and test taking.

Know Your Schools

The second workshop, which focused on communication and advocacy skills, was delivered by author, Pamela Weinberg.

The handouts included in the final report provide some information on the subjects that were covered: phone calls, notes, letters, conferences, meetings, messages, reports, and IEPs. However, additional clarification is necessary before anyone other than Weinberg could use them.

What Self-Esteem Is? What It Isn't

The third workshop contrasted behaviors indicative of low self-esteem and high self-esteem, and presented a five-step model for building self-esteem.

Evaluation

Pre-and-post-tests were administered to measure the project's effectiveness in helping ABE parents gain information to use with their children in identifying learning styles and improving study habits. Post-assessment data indicated that the communication and advocacy skills parents practiced led to increased assertiveness and more positive self-esteem.

Focus Rating:

This project was rated SUPERIOR+ for Innovation and Effectiveness; SUPERIOR for Adaptability, and EXCELLENT for Final Report. FOCUS panelists praised the project's effective use of previous 353 projects and its evaluation component which documented the results.

★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Family Literacy include:

MAKING LEARNING ENJOYABLE

Self-Esteem for Parenting - AE 3025-789. In 1992, The Center for Literacy developed a curriculum to assist Head Start parents to experience what makes learning activities interesting, non-threatening, and enjoyable. A 5-unit manual provides a model reading lesson and a unit on planning, evaluating and enriching educational experiences.

Project PACT - AE 3025-440. In 1987, CIU 10 staff developed the first of PA's exemplary projects to address Head Start parents. They used the principle of learning by teaching others (your children), and included attitudinal skills as part of the process.

PARENTS AND THE SCHOOLS

Parent-Student Study Skills Connection - AE 3025-639. In 1990, TII staff developed an 8-week program to teach ABE parents how to help their children's school performance. The curriculum includes chapters on time management, listening skills, test-taking techniques, and study skills.

Family Advocacy: The Parent Professional Team - AE 3025-762. In 1992, the CIU 10 Center at Lock Haven sought to mediate an impasse between ABE parents and school district staff by: 1) meeting with school personnel and human service agencies to raise their awareness of parents' apprehension about formal schooling, and 2) teaching parents the advocacy skills needed to meet successfully with school officials and other professionals.

HONORABLE MENTION



Exploring the Wonders of Books, I & II

A Family Literacy Program For Challenged Adults

Developed by staff of the Gertrude A. Barber Center, Inc. 136 East Avenue, Erie, PA. 16507. Dr. Maureen Barber-Carey, Project Director, Joy Zamierowski, Contact Person. Telephone: (814) 453-7662. FY 1992-93. \$3,061; and FY 1993-94. \$5000. Project #: 98-4017.

Exploring the Wonders of Books and its followup project, *Continuing the Exploration of Books*, provide techniques and materials for family literacy practitioners teaching parents who find reading children's books too much of a challenge or who lack the knowledge to share a love of books or learning with their children.

Using Themes In Weekly Sessions

The curriculum outlined in the Final Report (Year 1) was presented to a group of 15 challenged adults in 20 weekly sessions with the intent of upgrading oral reading skills and

comprehension of printed materials and promoting self-esteem through the attainment of small personal goals. Themes included: Animals, Childhood Experiences, Letters/Alphabet, and Self-Esteem. A lesson plan is provided for each theme detailing objectives, procedures, materials, and related activities.

Results and Continuation

The qualitative observations of project effectiveness provided by staff and parents were so supportive that the project was continued. In Year 2, emphasis was placed on upgrading parenting skills, building parent-children relationships, encouraging joy in reading and increasing awareness of the benefits of reading on overall development. Participants also received computer-aided supplemental instruction. Topics added included: Introduction to Computer, Multicultural, Family, and Hygiene Safety

Remarks

Focus panel members commended the detailed lesson plans and notes that *either project could be used in the classroom, or one-on-one by a tutor.*

PARENTING RESOURCE BOOK

Developed by Rose Brandt, The Center for Literacy, Inc. (CFL), 636 South 48th Street, Philadelphia, PA 19143. Telephone: (215) 474-1235. FY 1993-94. \$23,345. Project #: 98-4007.

A Quality Collection

This project has done a great service for ABLE programs by identifying and assembling a comprehensive collection of parenting materials. The *Parenting Resource Book* provides instructional materials for use with learners and background information for educators who are running or want to launch family literacy programs.

Parenting topics identified by focus groups in three CFL classes were organized into the following ten categories:

- *Child Development*
- *Communication*
- *Discipline*
- *Formal Education*
- *Health - Adults*
- *Health - Children*
- *Informal Learning*
- *Parenting*
- *Safety*
- *Values*

Low Level Readings

The first section of the resource book provides 134 brief materials on parenting issues for ABLE readers. Consideration was given as to whether the materials were unbiased in terms of racial, ethnic, religious, and sexual roles and portrayals. An effort was made to include materials on single parents and on the fathers.

Other than 37 low level selections created by project staff, all original sources are identified, and permission to reprint can be obtained. *If it's in this book, you can reproduce it.*

Field Testing

Materials in this collection were field tested by seven educators

and 105 students in seven classes. *This book does not include lesson plans*, and so was used differently in the various classes (i.e. to gain information on a topic; for independent study; and to generate ideas for group writing). Revisions were mainly additions where feedback indicated that students wanted to learn more about specific aspects of parenting.

An Excellent Bibliography

This project is well worth requesting if only for its excellent 51-entry annotated bibliography of current materials for students and educators working in family literacy. Books, journals, and magazines cited include tips on reading to children, activities for parents to use with children from infancy to age seven, strategies to address parents and children's self-esteem, and reports on the development of family literacy programs, trends, issues, and current concerns.

FOCUS RATING:

The Focus panel rated the project: **SUPERIOR+** for Innovation, **SUPERIOR** for Effectiveness, and **EXCELLENT** for Adaptability and Final Report.

Panel members noted that the *Resource Book* could be used with an instructor or independently by parents reading at a GED level.

The final report could have used tabs to separate the different units, and an evaluation of its effectiveness in the classroom would have been helpful.

The Parenting Resource Book is extremely easy to replicate by any program and its bibliography is *very thorough*.

ADDING FAMILY NUMERACY TO ABLE PROGRAMS

Developed by Jane Schrock and Barbara Mooney, Community Action Southwest, 22 West High Street, Waynesburg, PA 15370. Tel: (412) 852-2893. FY 1993-94. \$6375. Project # 99-4019.

①②③④⑤

A Neglected Skill

While adult students are learning the importance of reading to their children through Family Literacy programs, much less emphasis, if any, has been given to Math. This project developed, packaged, and field tested *Ten Numeracy Activities Packages* that could be used by parents with their preschool, kindergarten, and 1st grade children.

Products and Process

The final report includes a handbook describing the 10 packets produced, and staff, tutor, and parent evaluations for each activity. Activities were field tested with 28 ABLE students and tutor/teacher training materials compiled based on students' feedback. Training sessions were conducted for 5 staff members and 10 tutors.

The 28-page handbook, which includes a bibliography of math resources for children, contains the following chapters:

- *Introduction*
- *Function in Life Handout*
- *Numeracy: What is it?*
- *Why Does Math Matter?*
- *Parents Role*
- *How These Packages Can Help*
- *Numeracy Activities*

Each activity begins with an introductory page providing a rationale as to how it can reinforce math concepts and parent-child interaction. This is followed by a one-page description of the activity with information presented in the format of objective, age level, materials, what to do, and extended activities.

⑥⑦⑧⑨⑩

Activities include:

1. *Big and Small*

Children group objects from smallest to largest

2. *Pom Pom Matching*

Children place colored pom poms on cards marked with large dots

3. *Button Button*

One to 10 buttons are glued to individual index cards to promote an understanding of more and less

4. *Ten Feathers*

Children count from one to ten by placing feathers in a headband

5. *Stick Shapes*

Children copy cardboard squares, triangles, diamonds using popsicle sticks.

6. *Long Straw-Short Straw*

Children cut straws in unequal parts to illustrate long and short.

7. *Paying the Price*

Children choose items to buy and pay for them using pennies, nickels, dimes, quarters, or 50-cent pieces

8. *Its Time*

Children move the hands of a teaching clock to illustrate when they get up, eat, etc..

9. *Thermometer Math*

Using a paper thermometer with a moveable "mercury", children learn to understand the difference between hot and cold.

10. *Part of the Whole*

Cake or pizza is divided to illustrate halves, quarters etc.

FOCUS RATING:

FOCUS panel members rated this project **SUPERIOR+** in every category, although they would have liked to see a sample packet included with the Final Report. They commented: *The activities were innovative and, for the most part, use inexpensive household products. The product is excellent at minimal expense.*

WHEN BONDS ARE BROKEN

FAMILY LITERACY FOR INCARCERATED FATHERS AND THEIR CHILDREN

This project was developed by Dr. Manuel A. Gonzalez and Twila S. Evans; Anne Rae Connors and Emily Bradbury, Instructors, Adult Literacy Department, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Tel: (610) 861-5069. FY 1993-94. \$ 50,000. Project # 98-4004. The first year of this project was funded by the Barbara Bush Foundation.

This project is in its third year of funding. The original Project # 95-1032 *Where are The Fathers?* was produced in FY 1990-91 at the request of fathers incarcerated at Northampton County Prison who indicated a desire to **make it different for their kids**. In FY 1992-93, based upon the results of the first year, Northampton Community College received a grant from the Barbara Bush Foundation for Family Literacy to break intergenerational patterns of literacy-related problems. In FY 1993-93, PDE funded the continuation of this project as a 353 under the title, *When Bonds are Broken*.



A Multi-Faceted Approach

Under this project, literacy and parenting skills instruction was offered not only to incarcerated fathers but also to their children's caretakers:

- 48 incarcerated fathers (who had 107 children) received parenting skills instruction in addition to ESL, ABE, and GED classes.
- 33 of 48 caretakers attended at least one of the cycles offered while the children were visiting their fathers in prison.
- 3 of the incarcerated fathers received tutor training and subsequently tutored in the classroom.
- 18 community volunteers were trained as tutors and worked with fathers and children
- 28 parolees attended an evening class and 6 earned their GED.

Project Products

The final report provides a detailed description of the project, its successes and disappointments, and the effect it had on the prison and the community. A clearer description of the scheduling of classes and tutoring (explaining exactly who received what kind of instruction and for how long) would have been helpful.

The two byproducts of this project, manuals for **Tutor Training** and **Caretaker Training** are excellent. Clear, concise and easy to duplicate, they address literacy holistically and through an intergenerational approach.

Tutor Training

The tutor training manual includes a bibliography, a sample lesson plan, and a comprehensive outline that includes all the resources needed to conduct three 2-hour training sessions. Credit is given for useful tutor training ideas to the five videotapes produced as part of the exemplary 353 project, *Tutor Training Development Workshops*, AE 3025-933, reviewed in the March 1994 issue of FOCUS.

This manual includes all aspects of tutor training, including general literacy awareness; lesson planning; understanding learning styles; reading, writing, word attack

and spelling activities; and the language experience approach. It includes an extensive list of resource materials and ideas for tutoring. It is not geared specifically to family literacy nor to tutoring in prisons.

Caregiver Training

This manual, entitled *First Teacher*, is organized into nine sessions, and includes a list of resources. The manual contains simplified versions of child development, learning theory, and parenting practices along with questions and activities for classroom use. Subjects covered include learning styles, reflective listening, and gender roles.

FOCUS RATING

This project was rated **EXCELLENT** for Innovation and Final Report; **SUPERIOR+** for Effectiveness and **GOOD+** for adaptability. Focus panelists recommended this program for use in all county and state prisons and suggested that the Caregiver Manual could be easily used by any Family Literacy program.

REMEMBER!

When requesting 353's reviewed by FOCUS, be sure to include the AE number or Project number as well as the Title of the Project.

The FOCUS panel consists of: **Jane Ditmars**, Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp**, Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline**, Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Adult Education Director, Harrisburg State Hospital; **Carol Molek**, Director, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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FOCUS on Literacy

January 1995

Volume 9, Number 2

Sherry Royce, Editor

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The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

INNOVATION:

- ◆ Addresses major priorities.
- ◆ Creative use of resources.

EFFECTIVENESS:

- ◆ Objectives and outcomes are clearly stated.
- ◆ Materials are linked to results.
- ◆ Content is appropriate for the target audience.

ADAPTABILITY:

- ◆ Reports and/or curricula are clearly written.
- ◆ Little staff training is needed.

FINAL REPORT:

- ◆ Complete description of all products included.
- ◆ Readable, well organized, and presented.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from : Advance, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9192.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA, 15044-9644. Telephone: (800) 446-5607. Fax: (412) 443-1310.

WORKFORCE BASICS



Project Director is Amy Neubert, Center For Literacy, 636 S 48th St., Philadelphia, PA 19143. TEL: (215) 474-1235. FY 1993-94. \$15,154. Project # 98-4008. CFL educators contributing to this project were Catherine DeLong Smith, Elizabeth Houston, Jane McGovern, Rose Brandt.

A New Trend In Workforce Curriculum Design

As workforce literacy programs multiplied, the importance of suiting instruction to employer needs and worker interests led to the development of numerous *job specific curricula*. Over the past five years, Pennsylvania and other states have spent considerable amounts of federal 353 money on special projects such as *Worker-Centered Learning: Basic Skills in a Union Settings* (featured on page 3) that, while excellent for their targeted company, have limited adaptability.

Experienced workforce literacy program directors are now calling for a broader, more flexible definition of a workplace basics skills curriculum, one that views workplace literacy as a *transferable process*.

The Workforce Basics Curriculum

Center for Literacy (CFL) staff designed and developed a *Workforce Basics* curriculum that addresses needs common to diverse worksites. The student and instructor materials use general workplace-related materials, such as memos, handbooks, insurance policies, etc, to provide instruction in the following basic and higher order skills:

- ◆ Critical Reading
- ◆ Effective Writing
- ◆ Oral Communication
- ◆ Problem Solving
- ◆ Study Skills
- ◆ Work-Related Math
- ◆ Word Processing

The curriculum was field tested in seven classes with four teachers and 76

CONTINUED ON PAGE 2

Workplace Basics

continued from page 1

students, and then revised according to the following findings. For topics where classes used lessons selectively, lessons were revised to stand on their own; where classes covered topics in their entirety, lessons were developed sequentially.

Instructor's Manuals

The instructor's manuals include an introduction, lesson plans for at least 10 hour's of instruction, copies of the student materials, and a suggested process for adapting the instruction to job-specific tasks.

Each lesson plan includes a rationale, goals, list of materials, and suggested activities. Enough information is supplied to support an educator new to workforce education or challenge a veteran seeking fresh ideas.

The introduction, provided for instructors in each manual, lays down a rationale for teaching the topic, explains the sequencing of the units, states expectations for learner growth, suggests workforce areas where the skills being taught are essential, and cites other *Workforce Basic* booklets where related activities can be found.

Student Booklets

The student booklets are attractive in format, well organized, and easy to read. They vary in length from 14 to 63 pages with space provided to complete exercises

and writing activities. Tutors or teachers can select topics and chapters that are appropriate for their student or their specific class.

While rating the *Effective Writing* unit as only fair (exercises available commercially are better), Focus panel members praised the other six booklets, and cited the *Problem Solving* and *Study Skills* units as excellent.

Team Building

The *Problem Solving* unit is designed to teach and reinforce team building while strengthening communication, reading, math, and critical thinking skills. Problem solving-activities teach learners to be aware of different points of view, separate fact from opinion and cause from effect; summarize situations while reserving judgment, rank job tasks in order of importance and create timelines for them; weigh the pros and cons of decisions and consider their consequences.

As such, the unit helps learners look at problem solving as a five-step collaborative process composed of identifying the problem, finding the cause, brainstorming for solutions, weighing the consequences, and making decisions. It then takes problem-solving one step further to planning, implementing, and evaluating solutions.

Employees who learn to work together to identify common concerns and issues, share ideas, select the most effective

solution, and develop and implement plans are better equipped to play their part in total quality management, and to handle workforce reorganizations.

Study Skills

The study skills booklet provides activities that prepare workers to be comfortable and effective when:

- ♦ *Reading forms, employee manuals, safety manuals and administrative information.*
- ♦ *Writing Reports, completing forms, and handling administrative information*
- ♦ *Speaking, listening, and note-taking at meetings, workshops, presentations, and various work tasks.*

They learn to use context clues, word parts and dictionaries when they encounter unfamiliar work-related words. They are taught pre-reading and underlining strategies and practice finding the main idea in written correspondence and taking notes during a meeting.

FOCUS RATING



The FOCUS panel accorded this project an **EXCELLENT** in every category, stating:

The subject matter in Workforce Basics is appropriate for all adults. This curriculum has application beyond the workplace and could also be used in an ABE setting.

WORKPLACE LITERACY SELF-TEST

Written by Maureen Cort and Nancy Disario; Concept by Project Director, Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017 Tel: (610) 861-5069. FY 1993-94. \$5000. Project #: 98-4017.

It's Fast, Easy, Completely Confidential!

Assessment in the workplace is never easy! In addition to problems of confidentiality, many workers have little idea of the extent of their deficiencies in reading or math, and some workplace programs lack experience in accurately placing employees at the proper instructional level. This project provides workplace educators with an excellent tool for solving these problems.

The project includes a concise, well-organized, and highly readable Final Report, and a Test Folder that includes a *Guide for Employers* and an employee self-test of reading and math skills entitled, *Point Yourself in the Right Direction*.

The *Guide for Employers* provides suggestions for disbursement of the self-assessment test as well as a description of its contents, and an explanation of purpose, advantages and probable outcomes.

Point Yourself In The Right Direction



The *Workplace Literacy Self-Test* contains 15 math problems and a one-page reading passage followed by 10 questions. When employees taking the self-test check the answer key, they are given remediation advice, such as:

If you had any answers wrong in #1-5, you may need help with reading comprehension skills.

Additional Testing Needed

The major flaw in this screening instrument — the lack of sufficient field testing to provide validity — can be easily corrected by a follow up evaluation project.

FOCUS RATING:

The FOCUS panel rated this project **SUPERIOR** for Innovation; and Effectiveness; and **EXCELLENT** for Adaptability and Final Report, noting: *It fulfills an important need in that it can easily be adapted for any workplace literacy initial screening.*

★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Workplace Literacy

PROMOTION & PLANNING

In 1989, PSU developed two promotional videos featuring workplace programs. **Upgrading Basic Skills for the Workplace**, AE# 2175-189 provides a 30-minute video and guide depicting eight workplace literacy program sites in Appalachia. **Staff Development Video Training**, AE 4100-90, can be used to train ABE/GED administrators in developing partnerships with business.

In 1991, Northampton Community College staff contacted employers and participants in workplace classes to study the effectiveness of recruitment practices, the reasons employees participate in classes, and the logistics of a workforce class. Based upon this research, **Moving the Worker into the Classroom**, AE 2175-268, published a 24-page guide for companies and literacy programs to set up workplace instruction. It includes 11 brief guidelines for selecting an effective literacy teacher.

WORKPLACE CURRICULUM

Gearing Up for the Future, AE # 3025-626, demonstrates how Northampton Community College staff teamed up with local businesses to develop a basic math numeracy skill training audit and curriculum. The end product was a 250-page competency-based math manual that includes practice in job-related math problems.

Reading, Writing and Critical Thinking for Employees is a two-year project of the Allentown Literacy Council, AE# 3025-716, and Project #98-2006. Literacy Council staff developed a specific skills curriculum applicable to workers at entry and second level in light machinery, health care, food preparation, hotel, and housekeeping businesses. It teaches basic skills at 0-4 and 5-8 levels using real and workplace-simulated materials developed in conjunction with representatives from local businesses.



Honorable
Mention

TNT: Teams Need Training

Project Director is KayLynn Hamilton, CIU10, 110 EastBald Eagle St., Lock Haven, PA 11745. Tel: (717) 893-4038. FY 93-94. \$15,572. Project # 99-4007.

Self-Directed Work Teams

As self-directed work teams become more popular in the American workplace, employees must understand team concepts and develop team skills in order to work effectively. Workplace educators are being called upon to expand the academic program to include such skills as communication, problem solving, and interpersonal relations.

Project Components

This project developed a curriculum for adult educators to use in teaching team work skills and provided two ½ day seminars to educators from CIU 10 and other local agencies engaged in workplace training. In addition to a final report, there is a 9-chapter manual and resource guide.

TNT Manual And Resource Guide

The 72-page manual provides an excellent discussion of **team development** that addresses the areas of: commitment; trust,

purpose, communication, involvement, and process orientation.

This is followed by eight chapters on:

- ♦ *Conflict Resolution*
- ♦ *Problem Solving*
- ♦ *Leadership*
- ♦ *Motivation*
- ♦ *Self-Esteem*
- ♦ *Communication*
- ♦ *Decision Making*
- ♦ *Interpersonal Relations*

Each chapter contains a discussion of the topic and includes related activity sheets with exercises culled from published materials identified in the Resource Guide. While these materials are all available elsewhere, this project consolidates them so that they are immediately usable for workforce training by any program. *Actually, these topics would be of value in any ABE class.*

Panel Comments

The project was well conceived, executed, and presented, albeit somewhat expensive. It would be useful to ABE teachers as well as to workforce educators.

The followup questionnaire is good, but its results are not included in the Final Report.

Worker-Centered Learning: Basic Skills in a Union Setting



Honorable
Mention

Curriculum and materials for this project were developed by Dr. Fred M. Schied and Priscilla Carman as a cooperative effort between the Philadelphia Hospital and Health Care Workers, District 1199C, AFL-CIO and the Institute for the Study of Adult Education, 204 Calder Way, Suite 209, University Park, PA 16801. Tel: (814) 863-3777. FY 1993-94. \$18793. Project # 98-4013.

Product Specific - Process Adaptable

This project is an excellent example of the advantages and problems inherent in developing workplace-specific curriculum. The final report describes the process and presents the curriculum developed to improve the basic and higher order skills of adults enrolled in a union-based pre-allied health adult basic education program.

The Curriculum

The curriculum, which includes concept-building discussions as well as reading, vocabulary, usage, writing, charting and math activities, is entirely based upon the *Pension Plan for Hospital and Health Care Employees* Booklet and the *Union Contract*. On-the-job issues and concerns are emphasized at the same time that basic and higher order skills are addressed. As such, the overall cost, \$18,793, seems high given the fact that it has limited adaptability beyond this specific workplace.

The Process

What then earns this project an Honorable Mention from the Focus Panel? The process of working with union personnel to establish needs and priorities, and the structure of the training is spelled out clearly in the final report, and **the process is adaptable.**

One key principle modeled in this project is the active involvement of learners and staff in the development of a curriculum relevant to their immediate needs. Another is the initial provision of background knowledge related to important terms and ideas in order to provide learners with adequate concepts about the materials to be used in instruction.

Evaluation

While the curriculum was pilot tested by two classes of the union health care program, follow-up information about student response and improvement after using the product would have been helpful

FINDING THE MISSING LINK:

EXPANDING THE ROLE OF LITERACY COUNCILS IN THE WORKPLACE



and provide instruction for employees that serves the needs of both employer and worker. This model can be followed when researching, designing, and implementing workplace programs for small businesses.

improvement class with GPLC as the educational provider

Program Models

The final report also describes the steps taken to design and implement workplace literacy programs at these three sites. Two companies opted for structured classes, the other choose one-on-one tutoring. Programs were run at two sites with the third planning to start classes in September 1994. More details about the models and quantitative measures of participant success would have been helpful

Based upon these models, the final report presents a simple schematic for creating a workplace program that is easy to follow and to adapt.

FOCUS RATING:

The project was rated **SUPERIOR** for Innovation and Effectiveness, and **EXCELLENT** for Adaptability and Final Report. Panel members praised project staff in addressing this issue and providing a *good description of the complementary relationship between literacy councils and the specific characteristics of small business.*

While the model provides clear steps for establishing workplace programs, it does not address inherent problems in implementation. Issues such as time, commitment, dollars, and follow through must be carefully considered before it can prove practical for a small volunteer-based organization.

This project was developed by Michelle Joyce, Workplace Coordinator and Karen Mundie, Program Director, Greater Pittsburgh Literacy Council (GPLC), 100 Sheridan Square, Pittsburgh, PA 15206. FY 1993-94. \$10,000. Project #: 98-4029.

A Natural Partnership

The final report contends that small companies are natural partners for literacy councils

- ◆ Small businesses have monetary constraints, and cannot always afford the training programs provided by community colleges.
- ◆ Small businesses have time and scheduling limitations and literacy councils are traditionally flexible in delivering services.
- ◆ Employees in small companies are expected to handle more than one job and literacy councils are experienced in adjusting curriculum to provide a broad range of skills

Identifying Small Business Needs

The final report provides a model for literacy councils that will allow them to form working partnerships with small business

Market Research

With the help of small business associations in their area, project staff identified 50 small and medium-sized businesses in the Pittsburgh area. These companies were then sent a *Workplace Survey*; handouts about illiteracy in the country and the community; newspaper articles and brochures describing the GPLC program; and a cover letter inviting the businesses to participate in the survey. Each mailing was followed by a phone call.

Twenty companies agreed to participate in the survey and individual on-site interviews were conducted with 20 upper managers, 12 middle managers, and 16 hourly workers. Copies of the cover letter sent to the businesses, and surveys designed for management and for employees are included in the final report

Survey Results

The final report provides a question-by-question analysis of the *Workplace Survey*, covering such topics as training, funding, providers, practices, and outcomes. Three of the companies contacted by the project decided to conduct a workplace skills

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FOCUS on Literacy

This Month:

CURRICULUM DEVELOPMENT

February 1995

Volume 9, Number 3

Sherry Royce, Editor

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- ◆ Objectives and outcomes are clearly stated;
- ◆ Materials are linked to results;
- ◆ Content is appropriate for the target audience

ADAPTABILITY:

- ◆ Reports and/or curricula are clearly written.
- ◆ Little staff training is needed.

FINAL REPORT:

- ◆ Complete description of all products included.
- ◆ Well organized; attractive adult format.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from: Advanced, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2223. Out-of-state Telephone: (717) 781-9541.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Oilton, PA 15044-9644. Telephone: (800) 446-3807. FAX: (412) 443-1310.

DON'T KNOW MUCH ABOUT GEOGRAPHY

Project Director was Daryl Gordon, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel: (215) 426-8610. FY 1992-93. \$18,808. Project # 98-3030.



Making Geography Relevant

Next to English grammar, geography has gotten a bad rap as the dull subject taught in ABLE classes. This project sets out to change that impression and succeeds. Adult learners in three pre-GED and one GED class learned crucial geography skills while also learning about their own culture and people of other cultures.

The Teacher's Guide

A 74-page manual, *Exploring New Territory*, provides teachers with strategies, techniques and activities for presented geography as a field connected to adult learners. It begins with what learners know best — their own community — and uses that knowledge as a foundation on which to build other skills.

An overview of and rationale for the project is provided in the introduction to the guide, while the appendix contains resource lists of geography texts, multicultural ESL texts, novels about various cultures and locations, maps, and statistics on world hunger.

The Curriculum

The curriculum is designed to be a resource of varied geographic activities for teachers rather than a sequenced curriculum. However, the three units provide a natural learning progression:

- *Local Geography*
- *Learning about States in the U.S.*
- *Learning about Countries and Continents*

The first lesson in each unit presents map basics and provides a foundation for subsequent lessons. Each lesson begins with a list of objectives and a description of the

activity. Teachers can choose exercises and activities in sequence or intersperse them with current events or social studies lessons.

Unit 1 teaches map reading, using a map key, and identifying directions in the context of the adult learners' neighborhood.

Unit 2 covers states through group activities such as planning a trip and discussing current events featured in the news.

Unit 3 uses student interviews and simulations to stress learning about the people and culture of different countries as well as their climate, locale and terrain.

Research and Evaluation

Teachers completed a pre-survey to gauge their needs in teaching geography, and evaluated the lessons during the field test. Students took a pre-survey to establish their interest in and knowledge of geography, and completed self-evaluation forms documenting their progress. Students in the program scored 2½ points higher on the GED social studies test than non-participants.

Focus Rating

This project was rated **Superior+** for Effectiveness and **Excellent** in all other categories. Although the evaluation needed more documentation and there was little information about Asia, panel members called it clear, concise and user-friendly. Its gentle multi-cultural focus, its cooperative focus, and its variety of learning styles make it suitable and easy to adapt for low level literacy and L.D. adult learners.

MATH LITERACY

Curriculum developer was Catherine DeLong Smith, Project Director, Rose Brandt, Center for Literacy, Inc. 636 S 48th St., Philadelphia, PA 19143. Tel: (215) 474-1235. FY 1993-94. 515.572. Project #98-4020.

This project produced a Math Literacy Curriculum consisting of a seven-unit adult learner's workbook and a corresponding practitioner's handbook. This curriculum supports math instruction in which students are active participants, working together as partners or teams, exploring math concepts and applying math to their daily lives.

Integrating Skills

Activities that encourage integrating reading with math skills are provided in every unit. Students read bus schedules, nutrition labels, and newspaper ads. Writing activities that aid students in self-assessment of their learning include keeping a math journal and writing word problems and lesson plans.

Each chapter begins with a few questions to help learners determine what they know about the topic.

Chapter 1, Reading, Writing, and Thinking About Numbers, introduces students to learning partnerships, journal keeping, and an awareness of numerical information in newspapers (weather forecasts), magazines (sports statistics), and books (recipes)

Chapter 2 introduces whole numbers, place value, ordering numbers, and writing whole numbers. **Chapter 3** provides practice in estimating time, money, and materials and helps learners understand when exact numbers are essential (bus fare) and when an estimation is appropriate (time the bus takes to get downtown). **Chapter 4** goes beyond instruction in calculator operations to group practice in using calculators to solve and create word problems.

Chapters 5 deals with measurement concepts and provides practice in converting length, weight, and liquids.

Chapter 6, Retelling the Story, illustrates the value of charts, pictographs, and bar, circle and line graphs in presenting information.

Chapter 7 describes eight math games students can play in class or at home.

FOCUS Rating:

Suitable for ABE, GED, and ESL classes, this cooperative learning curriculum received an Excellent for Innovation and Adaptability, and a Superior for its Final Report. There is no rating for Effectiveness, as the final report contains no hard information on its use with 110 students.

Math literacy, like reading and writing literacy, is more than a set of skills. It involves being able to use and interpret numbers in the real world of adult math and to meet one's personal goals.

Science & Math Applications



Honorable
Mention

Written by Lori Lauver, Project Director, Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave #58, Lewistown, PA 17044-2435. TEL: (717) 248-4942. FY 1993-94. 510.517. Project #: 99-40.



Useful rather than innovative, this math and science compendium provides practitioners with a detailed sequenced outline of traditional strategies, techniques and materials to teach these skills to small groups (10 or less) of ABE students. Especially helpful for tutors and teachers new to ABE, it offers suggestions for reinforcing basic concepts by helping students tie the subject matter to everyday life through the use of hands-on activities.

A listing of concepts taught in 10 math units and 9 science units is followed by an outline of skills taught, assessment of skills learned, materials to be used, and teaching strategies and techniques for each subject area in a unit. Field tested by 33 ABE students who received a maximum of 50 hours of instruction, this curriculum proved successful in that participants averaged a gain of 2½ grade levels on the TABE test and reported increased confidence in their math and science abilities.

ABLE AS STORY TELLING

Honorable
Mention



Project Coordinators were George Rutledge and Rauthild Orleth-Diener, Project Director, Henry P. Wardrop, Lincoln IU 12, PO Box 70, New Oxford, PA 17358. Tel: (717) 854-4154. FY 1993-94 \$6,199. Project # 98-4027.

The title is all wrong — but the project is all right. It's not a storytelling manual but an inspiring, philosophical treatise that offers an alternative vision for adult basic and literacy education. Written by a veteran ABE practitioner and a cultural anthropologist new to ABE, it is often wordy, sometimes rambling, but nevertheless speaks to the basic issue of remembering why we educate.

Billed by the authors as a *manual of explanation and demonstration*, it provides practitioners with *plenty of theory and sufficient practice* to look at what is being done in ABE programs and decide whether such practices lead to:

- ♦ giving students opportunities to learn more about themselves and others
- ♦ encouraging students to do more of the acting and less of being acted upon
- ♦ promoting attitudes and academic tools that will keep students moving toward their goals and dreams

Building a class library

Believing in a bridge between empowerment as *naming one's world* and *owning and reading literature*, the manual offers suggestions for collecting low-cost books, poems, newspapers, and magazines, and getting staff and students to use an easy-loan, on-site library.

Reading and writing techniques

Student activities and corresponding staff techniques useful in encouraging reading and writing with students of all ages and backgrounds are scattered throughout the guide. They include:

- ♦ using poems to inspire stories;
- ♦ ghost stories and the social studies curriculum;
- ♦ using story circles;
- ♦ auditory versus visual literacy;
- ♦ learning from emotional content;
- ♦ writing with authority and knowledge.



THE 1994 ABLE CURRICULUM GUIDE



The 1994 ABLE Curriculum Guide is the fifth and most extensive in a series of annotated bibliographies of ABLE learner resources funded since 1979 with ABE special project monies. In a departure from previous years, the 1994 revision features a separate 48-page manual exclusively devoted to ESL materials.

Selection Criteria

Only those materials deemed desirable for use in ABLE programs were selected for these guides. A panel of adult education program directors, curriculum and staff development specialists, and teachers with expertise in the areas of ABE, GED, ESL, and basic, family and workforce literacy reviewed the resources and rated them according to the following criteria:

- ♦ objectives
- ♦ validity
- ♦ content
- ♦ objectivity
- ♦ organization
- ♦ teacher support

Of some 400 books reviewed, 84 ABLE and 64 ESL resources were chosen as exemplary and featured in the guides.

Resources for ABLE Learners

Rather than follow the standard practice of listing resources by levels of adult learner achievement (i.e. 0-4, ABE), this year's guide classifies materials as to subject matter. The ABLE listing is divided into Life Skills, Family Literacy, Vocational Skills, Math, Reading, Pre-GED and GED, Social Studies and Writing. In addition to a brief description of the resource and its rating, each listing provides the following data:

- ♦ purpose (academic)
- ♦ components (text)
- ♦ skills (math)
- ♦ format (core text)
- ♦ single copy price

Resources for ESL Learners

ESL resources are classified as: Dictionaries; Integrated Basic Series; Listening and Speaking; Vocabulary Development and Reading; and Grammar and Writing. A critique of each resource and its rating is listed along with the same data reported for the ABLE guide (i.e. purpose, single copy price, etc.).

The following guidelines were suggested as governing the selection of materials for an ESL class:

Select a comprehensive text for each student along with a vocabulary development program, a speaking-conversation text, reading materials for enjoyment, and other materials tailored to meet the individual's unique needs.

Teacher Resources

The 1994 ABLE Curriculum Guide provides practitioners with ABLE and ESL bibliographies of teacher resources and learner materials as well as an index of materials by publisher and a listing of publisher's contacts, addresses, telephone and fax numbers for easy ordering.

FOCUS RATING:

This project was rated **EXCELLENT** across the board and recommended as *an important resource that belongs on every ABE administrator's shelf*. The description of the process used in this project would be helpful to ABLE educators in other states.



PENNSYLVANIA GOVERNMENT

A Handbook for Citizens

Developed by Barbara Woodruff and Carol Molek, III, Adult Education and Job Training Center, 1 Belle Ave. #58, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. #98-4037.

An excellent resource for ABLE staff, ABE/GED, ESL students and adults preparing for citizenship, a 150-page handbook provides detailed information about Pennsylvania government's structure and taxes. Written at a 4th to 8th grade level, it includes a glossary, bibliography and is packaged with its final report, and two small booklets, entitled *Constitution of the Commonwealth of Pennsylvania* and *Pennsylvania Consolidated Statutes - 1993 Cumulative Supplement*.

Handbook Contents

Each unit contains readings followed by a definition of terms, discussion questions and activities, such as fill in the blanks and puzzles. **Unit 1** contains a historical overview of the Commonwealth during the rule of William Penn. Its selections address Pennsylvania's first settlers, its border disputes, the initial charter and constitutions, and charts its first executive and judicial systems.

Unit 2 offers a clean, concise, bare bones description of current state government. It describes the General Assembly, the Executive branch and the Judiciary and delineates the legislative standing committees, the state court structure, and the functions of state agencies.

Unit 3 features local governments and details the structure and operations of county government and city government. Flow charts enable readers to easily differentiate between the commission form

of government and the council manager, mayor-council, borough, first, second class, and rural townships. This unit also covers voting elections and political parties.

Unit 4 discusses county, city, borough township, and school taxes as levied on real estate and individuals, and state taxes that as levied on income. It also discusses *hidden taxes* included in the price of an item or service.

Unit 5 addresses Pennsylvania's court system, its structure and the duties of court officials. It defines the eight categories of law and distinguishes between criminal and civil law. After describing the judicial consequences of committing a crime, it turns to civil law, zoning, and five major legal issues: divorce and custody, housing and eviction, sexual harassment, employment rights, public benefits and debt collection.

Focus Rating:

The project was rated **Excellent** for Adaptability and Final Report and **Superior +** for Innovation and Effectiveness. Panel members praised the content, flow charts assignments and activities. They were concerned that although the handbook was field tested with ABE students in four counties who reported an increase in knowledge about taxes, the legal system, and local government, there is no measurable data concerning their progress.

Informative for all Pennsylvanians!

BEYOND THE GED WITH PHYSICAL SCIENCE

Developed by Karen Handerman and Jane Smoker, Mercer County Vo-Tech, PO Box 152, Mercer PA 18137.

Tel: (412) 862-3000. FY 1993-94. \$11,604. Project #: 98-4024.

This project set out to provide a hands-on physical science curriculum with an emphasis on chemistry for GED students interested in continuing their education at the college level or enrolling in vocational training that demanded a strong science background. The end result is a participatory curriculum that is fun for learners and teachers and easy to simplify and use with adult students in academic, cooperative learning and family literacy situations.

The Research Design

In order to establish curriculum objectives, project staff conducted an informal evaluation of GED students' academic goals, assessed their needs in the area of physical science and chemistry, and reviewed related resource materials and nursing school entrance examination books. Four units of instruction were developed.

A Hands-On Curriculum

A 15-page final report, curriculum guide, pre/post-tests and bibliography are bound together in one booklet. Units include:

- *Introduction to Chemistry*
- *Introduction to Atomic Structure*
- *Chemical Formulas and Equations*
- *Common Chemicals*

Most of the activities require only *kitchen* or *grocery store* items. A supply list included in unit one suggests: balloons, string, tissue, a tape measure, rubbing alcohol, sugar cubes, etc. The experiment on suspensions requires only:

SUSPENSIONS SETTLE



- ◆ sand
- ◆ pebbles
- ◆ water
- ◆ jar/w lid

Unit 1 defines matter and addresses its physical and chemical properties. Simple experiments that can be performed in any classroom allow learners to create and observe physical and chemical changes in matter.

Lesson plans provide staff with a list of materials needed for each activity, suggest procedures, provide questions for discussion and explain the reaction in simple terms that propound scientific principles.

Unit 2 defines atoms and molecules and contrasts the properties of atoms with the compounds formed. The 15 lessons in this unit cover the atom's structure, examine chemical changes in atoms, and teach the periodic table of the elements. Like most of the illustrations in this guide, the periodic chart included in this unit is clear, sharp, and easy to replicate.

Unit 3 provides practice in identifying element symbols, writing chemical formulas and balancing equations.

Unit 4 examines common acids, bases and solutions and discusses the pH scale, osmosis, diffusion, density and displacement.

Focus Rating

The project received a **Superior** rating for Effectiveness and an **Excellent** for Innovation, Adaptability and Final Report. The guide is well-organized, easy-to-use and to adapt. The participatory lessons are obviously enjoyable for students and staff.

A glossary of advanced vocabulary, and additional evaluation of student progress would be helpful. With some simple revisions, it could be used in classroom or tutoring situations by any ABE, GED, ESL or family literacy program.

The FOCUS panel consists of: **Jane Ditmars**, Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp**, Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline**, Executive Director, Adult Learning Center, Inc.; **Juan Leopold**, Harrisburg State Hospital; **Carol Molek**, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

FOCUS BULLETINS are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, Advance, 11th Fl, PDE, 333 Market St., Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Tel: (717) 783-9192 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA 15044. Tel: (800) 446-5607. Fax: (412) 543-1310.

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FOCUS on Literacy

SPECIAL POPULATIONS

March 1995

Volume 9, Number 4

Sherry Royce, Editor

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The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

INNOVATION:

- ◆ Addresses major priorities.
- ◆ Creative use of resources.

EFFECTIVENESS:

- ◆ Objectives and outcomes are clearly stated;
- ◆ Materials are linked to results;
- ◆ Content is appropriate for the target audience.

ADAPTABILITY:

- ◆ Reports and/or curricula are clearly written.
- ◆ Little staff training is needed.

FINAL REPORT:

- ◆ Complete description of all products included.
- ◆ Well organized ; attractive adult format.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

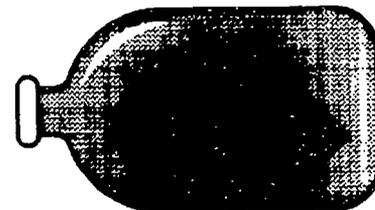
Projects may be borrowed from : Advance, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Telephone: (717) 783-9541.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607, FAX: (412) 443-1310.

When requesting a project, please refer to it by its AE number.

REMEMBRANCE OF TIMES PAST

Personal Anecdotes
by the Senior Citizens of the
Platinum Historical Literacy Class



The Platinum Historical Literacy Class Project was developed by Kathy Vaughn and Lyn Leto, Schuylkill IU 29, P.O. Box, 130, Maple Ave., Mar Lin, PA 17951-0130. Tel: (717) 544-9131 FY 1992-93. \$12,357 Project # 98-3037.

Fostering Seniors' Skills

This project designed and operated a Platinum Historical Literacy class for senior citizens and developed a pilot ABE language experience curriculum, entitled *A Remembrance of Times Past in Schuylkill County*. The project grew out of the observation that ABE classes in Schuylkill County were serving mainly young adults while adults over 60 comprised the greatest number of people who did not attend school past 8th grade.

Class objectives were to improve senior citizens' reading and writing skills and to increase their self esteem by providing them with an opportunity to record the history of the county as seen through their eyes. The book compiled as a result of their stories will become a component of selected social studies curricula throughout the county.

Encouraging Participation

Project staff used high school age vocational students to distribute flyers and man tables at the local mall prior to the start of class and periodically throughout the project's tenure. Visits to Senior Centers and a feature article in the local newspaper also contributed to class enrollment. While 30 seniors were served,

only 13 students remained throughout the course

A fantastic Book of Anecdotes

This delightful digest of 112 poems, quotations and anecdotes of everyday life in a different era speaks to the heart I read it, as the project director suggested, "from the perspective of a child sitting at a grandparent's knee"

I learned about ice for sale, feedbag dresses, medicine shows, World War I, the depression and working the mines, as senior storytellers reflected "on the past's rich memories in a stream of consciousness technique" It was fantastic!

A frank Discussion of Results

Observations, such as the following, provided in the final report would be helpful to anyone adapting this project

- ◆ Seniors participating were motivated by their desire to share their memories not to improve their academic skills
- ◆ Senior participated enthusiastically while they were interested but left with polite excuses when they were tired or bored.
- ◆ Seniors attended class in pairs and would not attend if their friend could not come.

Focus Rating:

The project was rated **Superior** for Innovation, **Superior+** for Effectiveness, and **Good** for Adaptability While it lacks a bibliography and list of participants, it is thoroughly researched outlined and presented. The text of the anecdotes is fantastic!

hand in hand



SKILLS ACTIVITIES FOR ESL TUTOR AND STUDENTS

Project Director was James J. Biles, Lutheran Children and Family Service (LCFS), 101 E. Olney Ave., Philadelphia, PA 19120. Tel: (610) 734 3382. FY 1993-94. \$14,829. Project #: 98-4050

Follow-up Training for Tutors

Hand in Hand, the second volume in LCFS' training program for tutors, provides ongoing training and structured support for tutors who have begun working with low-level literacy and illiterate adult students. This 100-page booklet is divided into six chapters illustrating effective strategies for

1. *Improving Pronunciation Skills*
2. *Designing a Survival Skills Unit: Health Care*
3. *The Interrogative Taught as a Skill to Assist Beginning Students in Using the English Language Outside the Classroom*
4. *Using Oral Histories to Promote Literacy Skills*
5. *Using the Newspaper with ESL Students*
6. *Preparing the Student for Employment*

This material will provide at least 18 months of training in basic ESL techniques and methodology when used quarterly in tutor training workshops.

Learner-Centered Instruction

This training emphasizes learner-centered instruction whereby the tutor assists the adult student to set realistic goals and

interpret his or her needs. The content of the instruction (lesson plans and competencies) is grounded in the student's needs and goals. This workbook provides tutors with the rules and practice that will enable them to creatively tailor curriculum, syllabus and materials to individual needs.

Lesson Format

Each chapter begins with an introduction to the concept being taught, a description of its place in the curriculum, and an overview of the lesson. This is followed by a statement of general rules, procedures, examples, practice, and suggested classroom/tutoring applications.

The Final Report

The final report which is bound with the manual provides readers with an understanding of how the product was developed and evaluated.

FOCUS RATING

The project was rated for SUPERIOR for Innovation and Effectiveness and EXCELLENT for Adaptability and Final Report. While questioning the field testing and results of usage, panel members noted that this practical, clearly written, attractive manual seemed to be easy to work with and fulfills an important staff development need. It would have been helpful to explore additional areas and offer more activities.

Core Project

The first volume in the LCFS series for tutors, *A Guide for the Volunteer Tutor*, provides tutors with introductory training in cultural sensitivity, student assessment, teaching techniques, lesson planning and ESL methodology. It forms the core of LSFS' ESL tutor training program. *Hand in Hand*, the second volume in the series is reviewed on this page.

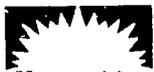
Exemplary Special Projects featuring Oral Histories

- *Learning About People* (AE 3025-522-1988) and *Learning About Our Past Through People* (AE 3025-564-1989) produced by RWZ Educational Services.

These projects teach adult learners to gather oral histories. The emphasis in the first project is upon English composition and teaches the basic skills of interviewing, note-taking, taping, transcribing, organizing, writing and editing.

The second project applies the oral history approach to social studies. Using the skills studied in *Learning about People*, adult learners take control of the learning process.

An Intergenerational Approach to English Language Usage, (AE 3025-573-1990) Neuman Senior Center, Philadelphia. This project created a shared learning experience between a group of gifted middle school students and recent Russian immigrants. Seniors' remembrances were published in a booklet along with 5th grade students' interviews and illustrations.



Honorable Mention



Family Literacy In Bridge Housing

This project was developed by Shelli Glanz and Chris Hoke under the direction of Judith Aaronson, Pittsburgh Literacy Initiative, Goodwill Industries of Pittsburgh, 2600 E. Carson St., Pittsburgh, PA 15203. Tel: (412) 481-9005. FY 1993-94. \$6,204. Project #: 98-4059.

This project offered seven *Read Me A Story* workshops to 51 parents who were residents of four bridge housing units for homeless families. The overall goal of the project was to increase the amount of time that these parents spent in reading to their children. Secondary objectives included:

- expanding parents' knowledge of the language arts and encouraging them to use language activities when interacting with their children in daily life.
- expanding the mothers' reading interests by reading and discussing a variety of adult-oriented readings excerpted from fiction and non-fiction.
- training staff and volunteers in the bridge housing projects in the methods of delivering the *Read Me A Story* program.

The workshop content for the six student sessions is clearly outlined and lists the children's books covered, the adult selections discussed, the reading strategies taught, and the activities practiced. These activities include:

- making stick or bag puppets
- writing haiku poetry
- creating a personal family history and family tree
- language experience stories
- tape recording stories
- making a simple concept book (alphabet)

This project provides readers with a well-developed final report that thoroughly defines the conduct and evaluation of a workshop-oriented staff development project. In addition to the sessions' outlines, there is a clear discussion of the results of the project with each result keyed to its corresponding objective.

The evaluation component is both formative and summative, oral and written. It includes housing staff evaluations and participants' poetry samples as demonstrations of competencies gained. There is also an excellent bibliography.

Teaching ESL from a Thematic Approach:

Curriculum for Multicultural Populations

This curriculum was developed by Daryl Gordon, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel: (215) 426-8610. FY 1993-94. \$21,445. Project #: 98-4033

Teaching a Multilevel Class

ESL classes often have learners from many different countries and backgrounds. English is their sole means of sharing their experiences and cultures. When adult learners with disparate levels of expertise in speaking, listening, reading and writing try to communicate, more advanced students may feel bored while less proficient students become frustrated and confused.

This project developed and field tested the manual, *Teaching ESL from a Thematic Approach*, which addresses the needs of a multilevel, multicultural population. Topics were selected by students in beginning and intermediate LSH classes and then developed by staff into the following chapters.

- *Introductions*
- *Health*
- *Talking About Our Families*
- *Current Events*
- *Neighborhoods*
- *Exploring Careers*

The manual provides teachers with a beginning and intermediate level lesson for each theme, so that they can tailor instruction to the various groups in the classroom. A number of self-study exercises are also included so that the teacher can work with one group while the other group works with a tutor or on an independent or small group project.

In addition to the specific grammar activities provided for beginning and intermediate learners within each chapter, there is also a 20-page appendix that provides extra grammar practice and reviews the vocabulary presented in each lesson.

Lesson Activities

A listening activity begins each chapter followed by a word power session in which new vocabulary necessary for the lesson is presented in pictures or by the items themselves. The speaking activity encourages discussion and promotes the use of the new words and sentence formations in a functional way in the classroom.

While relatively few reading activities are included in the manual itself, teachers are provided with a list of books for beginners

and intermediates that provide interesting materials akin to the topics featured in the manual.

The *Talk it Over* section suggests developing groups of three or four students to share information and learn from each other. This format frees the teacher to circulate among the groups or work with a different level of students on a teacher-directed task. A number of the activities for intermediate level learners suggest tasks that can be performed either in class or in their neighborhood after class.

FOCUS RATING:

This project was rated **EXCELLENT** for Adaptability, **SUPERIOR** for Innovation, and **SUPERIOR +** for Final Report. Focus panelists praised it as culturally sensitive and non-judgmental with its themes set by students and its focus on problem-solving. The multilevel class suggestions make it each for the teacher to use and the activities are fun for both staff and students. As described in the final report, its evaluation and field tests components are weak, resulting in the panel's rating of a mere **GOOD** for Effectiveness.

Mentors for College-Bound ESL Students



Honorable
Mention

The Next Step

Some limited English-speaking adults regard their enrollment in ESL classes (especially those sponsored by community colleges and universities) as the first step toward enrollment in higher education. While their expectations are high, they tend to be unprepared for the entrance process, and their language skills are not sufficiently developed to ensure academic success once they enroll in a college or university. This project developed an important resource that simplifies the entry process and provides ongoing support after enrollment.

Matching Mentors and Students

Through their connections in the college, business, and local community, project staff identified 16 mentors. They were matched with 16 ESL students and received two hours of preliminary training. Mentors then accompanied their students to the college orientation which included entrance procedures, financial aid, class scheduling, a tour of college offices, the library, and other facilities providing student services.

This project was developed by Mary Kreider, Coordinator Adult Education Department, Reading Area Community College (RACC), P.O. Box 1706, Reading, PA 19603. Tel: (610) 372-4721 FY 1993-94 \$3,750. Project # 98-4019.

Mentors were invited to accompany their students to the English proficiency classes offered by RACC. These sessions helped college-bound students improve their study skills, listening and note-taking abilities, and taught them to use reference materials. Mentors worked with their students during individual sessions on a weekly basis or as the need arose.

Evaluation and Results

Mentors reported monthly to the project coordinator and discussed the weekly journal or log of activities they were encouraged to keep. In addition, the mentor group met at the midpoint and end of the program to exchange ideas and concerns.

Of the 16 ESL students involved in this project, 11 were enrolled in college courses by the close of the project, and 10 mentors decided to continue their relationships with their students. Students reported gains in self-confidence, independence and self-reliance, as well as improvement in academic skills.

EXPLORING THE PAST

a computer based language writing program
for SENIORS

This project was developed by Lynne C. Burke, Greater Erie Community Action Committee (GEGAC) Training Institute, 1006 W 10th St., Erie, PA 16502. Telephone: (814) 459-4581. FY 1993-94. \$9,000. Project # 98-3003.

Demystifying Technology

"As they walked into the computer lab and sat down, they all looked rather pale. The fear of this machinery was overwhelming for some of them. The instructor took her time and painstakingly went over the basics of how the computer worked. She stressed that they were in control of the computer and not the computer in control of them. As the course progressed, the students became more comfortable and asked very relevant questions. The instructor could see the mystery of the computer (or computer phobia) being replaced with a sincere desire to learn as much as they could in the time allowed. The students could actually see the practicality of the computer. Several seniors expressed how they wished they had 'these things' when they were young."

Improving Language Skills

Project staff developed a course and curriculum designed to improve the basic language, writing skills and self esteem of participants recruited from 10 senior centers located throughout Erie County.

Seniors were first given the Test of Adult Basic Education (TABE), since the objective of this course was to increase participants' language skills by at least one grade level on the TABE. Following a review of spelling, punctuation, capitalization and sentence structure, instructional activities centered around the seniors' recollections of their past experiences. Students learned to critique their writing and revise sentences and paragraphs for clarity and conciseness. The final report includes a course outline listing topics covered, assignments, instructional method, evaluation procedures and performance-based learner outcomes.

Introducing Computer Skills

The end product of the writing activities was to be a bound chronicle of the seniors' experiences that would be made available to Head Start classes throughout the Commonwealth. In order to produce the booklet, *Exploring the Past*, seniors took part in a hands-on word processing course designed to give them a working knowledge of the personal computer and the WordPerfect 5.1 system. The final report provides readers with the course content outline as well as a list of 10 major goals and 27 specific instructional objectives.

Seniors' Recollections

A 50-page booklet of the recollections of 15 Erie County senior citizens is included with the final report. The paragraphs and short stories are classified under seven topics: reading memories, hometown memories, personal favorites, family traditions, favorite toys, games or amusements, what we did before TV and clothing styles from childhood.

FOCUS Rating:

Exploring the Past was rated **Superior** for Effectiveness and Adaptability, **Good+** for Innovation and **Superior+** for its Final Report.

Focus panelists noted that this project addressed a real need and praised it for being very cost effective. They commended its step-by-step process of detailing the curriculum which makes it easily adaptable. Panelist felt that the project would have been strengthened if the final report had included a bibliography, copies of the student survey and teacher observations, and feedback from Head Start programs that used the bound chronicle of seniors' experiences.

The FOCUS panel consists of: **Jane Ditmars**, Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp**, Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline**, Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Harrisburg State Hospital; **Carol Molek**, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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FOCUS on Literacy

Research and
Program Improvement

April 1995

Volume 9, Number 5

Sherry Royce, Editor

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INNOVATION:

- ◆ Addresses major priorities.
- ◆ Creative use of resources.

EFFECTIVENESS:

- ◆ Objectives and outcomes are clearly stated;
- ◆ Materials are linked to results;
- ◆ Content is appropriate for the target audience.

ADAPTABILITY:

- ◆ Reports and/or curricula are clearly written.
- ◆ Little staff training is needed.

FINAL REPORT:

- ◆ Complete description of all products included.
- ◆ Well organized; attractive adult format.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from: AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Telephone: (717) 783-9541.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA, 15044-9644. Telephone: (800) 446-5607. FAX: (412) 443-1310.

When requesting a project, please refer to its name and number.

RESEARCH

DISTILLED

Summaries of Adult Education Act Section 353 Research Projects, 1989-93



This project was developed by Tana Reiff, New Educational Projects, Inc. PO Box 182, Lancaster, PA 17608-8912. Tel: (717) 299-8912. FY 1993-94. \$12,000. Project # 99-4024.

The Search for Research Projects

This project set out to identify and summarize research projects conducted since 1989 under Section 353 special-projects grants. Projects, produced in Pennsylvania and throughout the nation, were located via a review of publications and direct contact with Pennsylvania's Clearinghouse AdvancE and the US Department of Education, Division of Adult Education and Literacy (DAEL) Clearinghouse. Information was also sought and received from ERIC listings, contacts with state departments of adult education and their corresponding literacy resource centers and correspondence with individual contracting agencies.

Criteria for Selection

Project staff applied the following criteria to determine projects to be profiled in *Research Distilled*:

- ◆ Project was funded as a 353 between FY 1989 and 1993.
- ◆ Project's final report could be located and reviewed firsthand.
- ◆ Project had some sort of experimental design and was of a firsthand nature (no reviews of literature were included).
- ◆ Project findings were exemplary, had broad-based applicability, could be validated or replicated, or showed a premise worthy of being followed up by other researchers.

Description of Contents

In all, 47 Adult Education Act research projects met these criteria and were summarized in a 32 page booklet which is

divided into four sections of related subject matter:

- ◆ Assessment and Testing
- ◆ Curriculum and Instruction
- ◆ Participation and Retention
- ◆ Surveys and Evaluations

The format for the reviews was as follows: Title, Project Number (when available), Fiscal year, State, Contractor, Purpose, Summary of Procedure, Summary of Findings, Reviewer's Comments, Cross-References/Correlations to other projects, Contact Information and a document retrieval address.

Final Report & Recommendations

You really have to read this final report! It is a lucid hard-hitting description of the state of the art in state and federal special projects' production, evaluation, and dissemination. Its recommendations should be considered by all practitioners and state staff with a serious commitment to the 353 process. These include:

- ◆ All Adult Education Act research and demonstration projects, including basic data collection and analysis, should be required to follow experimental methodology, even if at a simplified level.
- ◆ Final reports should follow a standard format and dissemination strategies need to be systematized and broadened.

FOCUS Rating:

This project scored an EXCELLENT across the board. At present, it is the only one-stop comprehensive report on Adult Education Act research projects

Modified Assessment for Adult Readers



Developed by Gaie Wilt and Monica Kindig, Mid-State Literacy Council, 204 Calder Way, Suite 306, State College, PA 16801. Tel: (814) 238-1809. FY 1993-94. \$4,361. Project #: 98-4043.

Focus on Adult Learners' Strengths

While most standardized tests and informal reading inventories are effective in identifying learner's weaknesses, this project set out to develop and test an assessment tool that would measure learner's strengths. This type of alternative assessment: 1) encourages learner's confidence and positive interaction in the assessment process; 2) points to the adult student's most effective learning strategies; 3) provides a basis for collaborative goal-setting based upon the learner's previous experiences and future needs.

Project staff developed and field-tested the collage assessment tool with 100 beginning readers and writers. It was then modified and published as the *Modified Assessment for Adult Readers Collage User's Guide*. This 99-page guide includes a rationale for alternative assessment that contrasts

assessment and evaluation and makes a case for the validity of qualitative assessment. The bibliography is a reader's guide to resources on qualitative inquiry, whole language assessment, and language experience and oral history techniques. The three main chapters provide practitioners with examples of collage input, output and picture assessment.

The Collage Assessment Tool

Collage assessment is a way to qualitatively measure an adult learner's reading and writing abilities via an open-ended, positive evaluation of their strengths and strategies-in-place. The guide lists a developmental checklist of learner concepts, learner attitudes and learner strategies for word identification and reading comprehension.

It also describes practitioner skills needed to gather qualitative assessment information about adult learners. These include an understanding of in-depth interviewing, the ability to infer from observation, and reflective practice techniques.

Procedures and practices to follow in collage assessment are explained and illustrated. These include anecdotal records, picture assessment, portfolio assessment, and writing logs.

The Output Process

Scattered throughout the guide are valuable suggestions for developing appropriate curriculum to extend learners' abilities as identified in the process of intake and analysis. Among the collaborative strategies discussed is sequencing, whereby learners are led from practitioner modeling to independent performance, and webbing, whereby practitioners provide a context for reading or writing activities built upon the learners' prior knowledge of the topic.

A Great Start

This is a great start toward what may be an important, effective assessment approach. It needs to be further applied and evaluated. To be used as is, the guide requires a high degree of practitioner sophistication.



LEARNER-CENTERED ALTERNATIVE ASSESSMENT OF STUDENT PROGRESS

This research was authored by Cameron Voss aided by Ellen Farrell, Alice Redman and Theresa Waltz, LSH Women's Program, 1340 Frankford Ave, Philadelphia, PA 19125. Tel: (215) 426-8610. FY 1993-94. \$17,162. Project #: 98-4036.



A Collaborative Approach to Improvement

The objectives of this project were to create an alternative process that empowers teachers and students to more effectively evaluate practice and progress in the adult education classroom, to examine program design and curriculum needs identified through student assessment, and to document and disseminate a model of assessment development. These objectives were all met.

This quote from the final report succinctly presents a major change in identifying and reporting ABE learner progress — from top-down authoritarian evaluation to collaborative empowering learner-centered assessment. This process did not take place overnight. It was a continuation of work done by LSH staff members as part of the Adult Literacy Practitioner Inquiry Project sponsored by the National Center on Adult Literacy at the University of Pennsylvania.

In FY1993-94, learner-centered assessment tools such as interviews, surveys, journals, progress charts, observations and portfolios were developed and used by LSH students and teachers in three Pre-GED classes so that students could track and assess their learning progress. The teachers also participated in their own *learning assessment* by completing teacher surveys, reviewing alternative assessment methods, discussing how other programs do assessment, planning classroom activities that centered around setting goals and measuring progress, and undergoing observation by a graduate

student as to their assessment practices. In keeping with this collaborative approach, project evaluation was changed from a standardized test comparison of matched groups to an evaluation of all participants via introductory, midyear and evaluatory surveys and student, teacher and administrator interviews.

Project Documents

In addition to project-developed open-ended interview questions and student and teacher surveys, the 48-page appendix includes a bibliography and agendas of the five meetings held throughout the year by the Assessment Research group. This group consisted of the three teachers, a curriculum developer, teacher supervisor, education unit coordinator and a University of Pennsylvania graduate student. The intake and progress sheet, student goals questionnaire and individualized education plan (IEP) form are also included in the appendix along with samples of student goals, writings and interviews.

Focus Rating

This project was rated EXCELLENT for Innovation, Effectiveness and Final Report and SUPERIOR for Adaptability. The whole project or individual surveys and forms may be used. This case management style is extremely time-consuming, and requires extra teacher training to document the process effectively.

PROJECT PAL RESOURCES

Procedures Manual

TUTOR TRAINING MANUAL

TUTOR HANDBOOK

Project Director was Peggy Keating-Butler, CIU 10 Development Center for Adult, 540 Harrison Road, Pleasant Valley, PA 16823. Tel: (814) 359-3069. FY 1993-94. \$5000. Project # 98-4023.

Committing Practice to Paper

Over the years, many large adult education programs have grown like Topsy, taking on additional sites, students and services as the need arose. Existing documentation as to procedures and practices was constantly being refined to meet changing initiatives and training for new program coordinators was often by oral tradition.

The project director working with veteran coordinators in a three-county rural region of Pennsylvania reviewed, updated and extended CIU 10's documents for its PAL program and developed three manuals: *A Procedure Manual*, *A Tutor Training Manual*, and *A Tutor Handbook*. While specific to this large program that receives funding for some 35 programs in a three county area, much of the material is relevant to all literacy programs. The process and manual format can serve as effective models for any program wishing to commit practice to paper.

The Guide to Procedures

This manual is organized to first acquaint new coordinators with the program's day-to-day procedures and monthly record-keeping responsibilities. Coordinator activities are detailed in the following nine chapters:

- Recording attendance
- Assessing for skill improvement
- Recruitment and retention
- Training PAL tutors
- Matching the student and tutor
- Reports on tutor training to PDE
- Recognition activities
- Tri-annual meeting of PAL coordinators
- Addressing indicators of program quality

Tutor Training Manual

This manual provides an outline of viable topics along with a bibliography and supporting materials for developing an orientation workshop for volunteer tutors.

Following a brief discussion of PAL program, tutor, student and workshop objectives, these topics are introduced:

- *Definitions: The tutor and the adult student*
- *Learning styles*
- *Learning disabilities*
- *The importance of goal setting*
- *The effective lesson*
- *Cultural diversity*
- *Assessing tutor instruction*
- *Policy and reporting procedures*
- *Tutor/staff development*

Coordinators are encouraged to develop workshops to address the cultural and educational backgrounds of volunteers and accommodate changing techniques.

Tutor Handbook

The tutor handbook is a compilation of resources gathered from previous CIU training workshops. They address the topics in the tutor training manual and provide tutor tips, lesson planning strategies and techniques for working with adults who have special needs.

A Useful Appendix

The appendix includes a bibliography, with a listing for the two 353 special projects that led to this manual: *Reading Skills Assessment Prescription Package or Help!* (98-6027) and *Volunteer Learning Project* (99-4009). The most common forms used in conjunction with the PAL program and a copy of *A Learning Disabilities Digest for Literacy Providers*, published by the Learning Disabilities Association of America are also provided.

Focus Rating

This project was rated EXCELLENT for Innovation, Adaptability and Final Report, and SUPERIOR for Effectiveness. *A good manual that can be used as a whole, as individual manuals, or as stand-alone sections. An excellent tool for tutor training and for orientation for new staff. Practical, adaptable, excellent for cost effectiveness - a lot for \$5000.*

Research on Current ABLE Services

Conducted by Lori A. Forlizi and Eunice N. Askov, Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756. Tel: (814) 863-3777 FY1993-94 \$29,989. Project # 98-4011.

Literacy Service Providers

Project staff distributed surveys to 2,911 public and private organizations and individuals in an effort to develop a comprehensive database of adult literacy service providers in Pennsylvania. Of the 948 responding organizations, 325 served some 70,000 students. With a 12% return rate from employers and a 73% return rate from PDE programs, it is not surprising that the greatest number of students reported as being served are in ABE, ESL and GED categories.



Honorable
Mention



Each area covered by the survey (services, staffing sites, methods of outreach, technology and funding) is discussed in the final report. The report's charts and graphs are clear and very readable. While the general usefulness of this research is somewhat limited because of the disappointing return, it should still be helpful to ABE program directors as a basis for requests for funding and local in-kind support.

★★★ PAST WINNER ★★★

Alternative Assessment Measures in ABE Programs — 1991— AE 3025-679.

by Meryl Lazer and Rita Bear
University of Pittsburgh

Project staff helped instructors develop and test alternative assessment instruments in four very different ABE programs:

- a large adult program offering literacy, GED and technical training;
- a small community-based program with volunteer literacy tutors and group GED instruction;
- a small community-based program geared to women wishing to re-enter the workforce,
- a specific skills training program.

The guidelines for developing an alternative assessment program provided by project staff are clear and easy to follow. The project concluded that informal assessment is most easily carried out when the class structure is cohesive and when program goals are clear to everyone. It takes time, commitment, and collaboration among instructors and administrators to develop, institute and continually modify informal instruction measures.



TRI-COUNTY OIC LITERACY LENDING LIBRARY

This project was developed by Carolyn and David Wisman under the direction of Jeffrey Woodyard, Tri-County OIC, Inc. 1600 Market St., Harrisburg, PA 17103, Tel: (717) 238-7318. FY 1993-94. \$7,690. Project #: 98-3040.

Easy Access to Information

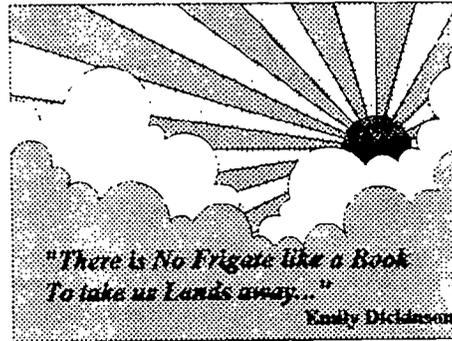
This project was designed to meet the instructional and enrichment needs of adult learners enrolled in Tri-County OIC's satellite locations in Dauphin and Perry counties. While a large collection of library books, textbooks, periodicals and other resource materials is housed at OIC's main headquarters in Harrisburg, these students have no way of knowing what materials are available and no immediate access to these resources.

Project staff developed a resource catalogue of available materials and established procedures for speedy dissemination of the selected materials to students requesting them. As it turned out, not only were the students who attended satellite classes enthusiastic about the project, but on-site students viewed the system as a confidential, non-threatening way to access information for themselves and their families.

The Final Report

The final report provides an excellent description of the process needed to set up and evaluate a lending library from the initial survey of student interests (form included) to a discussion of project evaluations and conclusions.

The first rule of the lending library was that it could not contain any materials that were traditionally used in the classroom. The lending library sought to encourage reading for pleasure, reading for information, and reading to meet personal needs. A representative sample of adult students as well as their counselors, instructors, tutors and aides



identified 23 areas of interest including: beginning readers, health issues, parenting skills, history, current events, travel, and self-improvement.

There is a step-by-step description of the process used to obtain additional books, identify a storage system for the information, complete data input, and generate the product, a *mini-catalogue* of family literacy materials that accompanies the final report.

Students could take the catalogue home to review or simply browse and select books of interest from samples teachers would bring to class. They could also request that books dealing with personal issues such as child abuse or alcohol addiction be mailed to their homes.

The Mini-Catalogue

The sample family literacy catalogue enclosed with the report provides the following information on each resource: author, book publisher, date of publication, number of books in the series, number of pages, paperback or hard cover, fiction or nonfiction, area of interest and a five to 10 word overview of the book.

Alphabetical listing of materials makes it difficult to find resources if the exact title is unknown. An index with cross references by subject area might be helpful if not prohibited by the requirements of cost and space.

Focus Rating

This project serves as a wonderful model for programs with the time and resources to develop a library collection. However, while the final report is very thorough and the catalogue is most attractive, this project would be extremely difficult for another program to replicate.

The FOCUS panel consists of: **Jane Ditmars**, Region 7 Staff Development Coordinator; **Carol Goertzel**, Executive Director, WAWA, Inc; **Chris Kemp**, Resource Specialist, Western PA Adult Literacy Resource Center; **Kathy Kline**, Executive Director, Adult Learning Center, Inc.; **Joan Leopold**, Harrisburg State Hospital; **Carol Molek**, TIU Adult Education and Job Training Center, and **Sherry Royce**, Focus Editor.

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FOCUS on Literacy

May 1995

Volume 9, Number 6

Sherry Royce, Editor

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page 4

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- ♦ Well organized; attractive adult format.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from: **Advance**, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541 or the **Western Adult Literacy Center**, 5347 William Flynn Highway, Gibsonia, PA 15044-9644. Telephone: (800) 446-5607 FAX: (412) 443-1310.

UNDERSTANDING OUR YOUNGEST STUDENTS



This project was developed by Helen Guisler under the direction of Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave. #58, Lewistown, PA 17044. Tel: (717) 248-4942. FY 1993-94. \$19,139. Project # 99-4028.

The Youth Challenge

"At risk youth" (teen parents, substance abusers, dropouts) often bring serious academic and behavioral problems to the ABLE classroom. This project taped the expertise of staff at the local intermediate unit and public school district as well as their own job training center to develop and deliver a series of five workshops to 20 staff members.

The final report contains a detailed description of each workshop, a list of resources that address the topic covered, and easily duplicated handouts. The only thing missing is a more detailed description of presenters' backgrounds.

Workshop 1:

Understanding and Working with At Risk Youth reviews the developmental tasks and needs of adolescents and provides a profile for high risk youth. The issues and special needs faced by children of alcoholics and children from pain filled homes are given special attention. Participants are helped to identify personal/programmatic qualities that would be effective in working with at risk youth

Workshop 2

The *Curriculum Based Assessment* (CBA) component was presented by a certified school psychologist. CBA measures the student only in relation to what he or she has gained from instruction. Without any comparative bias, it

enables the instructor to ascertain the rate and effort needed by an individual student to acquire and retain accurately information presented

Workshop 3

The *Learning Strategies with Late Adolescents* component was presented by a L.D. high school teacher who described, demonstrated and assisted participants to apply the provides the following strategies: Hot Topics, Tips, Cards, Rap and Mnemonics.

Workshop 4

The Michael Valentine model was reviewed in the fourth workshop. *How To Deal with Discipline Problems*. This approach had participants examining their belief systems about acting-out behaviors, reviewing old patterns and learning new techniques for teacher-student communication

Workshop 5

This wrap-up, entitled *Applied Experience*, gave participants a change to discuss their experiences and review questions and difficult case studies with all the presenters.

Focus Rating:

This project was rated EXCELLENT for Final Report; SUPERIOR for Effectiveness and Adaptability and SUPERIOR+ for Innovation. Focus Panelists noted that the project was cost effective in that it is easily replicated

FOCUS ON THE WORKPLACE:

An Alternative High School Collaborative Project to Reclaim Recent H.S. Dropouts



This project was developed by Jane Schrock and Barbara Mooney, Community Action Southwest, 22 W High Street, Waynesburg, PA 15370. Tel: (412) 852-2893. FY 1993-94. \$16,882. Project #: 98-4028.

An Alternative H.S. Diploma Program

This project demonstrated that adult education services within a school district could provide incentive and a method for recent high school dropouts to earn a high school diploma without returning to school for traditional classes. The population served were eight adults who would not have been able to achieve a diploma via the GED test route due to special education or learning problems.

Recruitment and Enrollment

Community Action Southwest (CAS) staff working closely with Central Greene School District guidance counselors identified 85 recent high school dropouts. Of the 15 adults that met school district requirements, nine received math and reading assessments to determine their basic academic levels.

One student was not accepted into the program when his scores showed he could easily pass the GED. High School transcripts were reviewed, credits needed to graduate determined and Individual Learning Plans (ILPs) created for eight potential enrollees.

ILPs, developed over the course of six weeks, addressed each student's interests and academic needs in conjunction with school district requirements and workforce literacy needs. After an interview where potential participants met district staff, the adult education coordinator and instructors, all eight were accepted into the program.

Procedures and Results

Classes were held for three hours once a week for six months. Supplementary activities included speakers from the community, job shadowing and field trips. In addition, students could receive tutoring or meet individually with instructors at the CAS office two afternoons per week.

Students' portfolios documenting completion of assignments were submitted to the school district and diplomas were awarded four of eight participants within the program year. Two students dropped out of the program and two others were granted an addition three months to complete program requirements.

Focus Rating

This project was rated SUPERIOR+ for Innovation, Effectiveness and Final Report and GOOD+ for Adaptability. The final report is extremely detailed, easy to follow and duplicate provided your school district is willing to grant alternative diplomas.

Literacy Awareness Through Improvisations

Developed by Marcia Anderson and Virginia Durbin, Adult Literacy Lawrence County, New Castle Public Library, 207 E. North Street, New Castle, PA 16101. TEL: (412) 654-1500. FY 1993-94. \$4,258. Project #: 99-4009.

Drama for Awareness and Recruitment

This project produced a videotape for use in tutor-training workshops when live skits by volunteer actors were not feasible. The product was also found to be effective for community awareness and tutor recruitment purposes. The accompanying manual provides *Clues* and *Coping Behaviors* that can help tutors or referring agencies identify adults with literacy problems. Each of the seven skits presents situations that may prove



Honorable Mention

difficult for adults lacking literacy skills such as:

- ◆ Inability to read a letter from school
- ◆ Fear of taking a written test at work
- ◆ Difficulty in finding a job after dropping out
- ◆ Difficulty in understanding food labels
- ◆ Inability to fill out a job application alone
- ◆ Lack of family support for education
- ◆ Lack of self esteem

The manual also contains discussion questions to be used by the facilitator following the presentation of each skit. This tape was shown to more than 45 people during FY 1993-94.

★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing the areas of:

Recruitment

- ◆ **1990 Enactment** by Marilyn Potter and Eleanor Highfield, Susquehanna County Volunteer Literacy Council. AE 3025-628. Enactment initiated an improvisational theatre group that developed eight skits dramatizing the problems faced by adult illiterates. During 1989-90, some 29 performances were given to 3,400 people.
- ◆ **1991 Word of Mouth Recruitment** by Monica Kindig and Paula Geiman, Mid-State Literacy Council. AE 3025-680

This project produced a professional-quality 15-minute videotape and reference guide that can be used by a knowledgeable tutor to inform human service professionals about the problems of illiteracy, and help them identify educationally disadvantaged adults and refer them to ABLE programs.

Project Re-Entry by Lee Knisely and Jeff Woodyard, Tri-County OIC, Inc., Harrisburg Project #98-2053.

This project developed a system for tracking non-completers: former students who took at least one GED tests but had not completed the battery or still lacked the points to be awarded a GED certificate.

Retention

- ◆ **1991 Improving Retention in ABE** by Allan Quigley, Penn State Center for Continuing and Graduate Education, Monroeville. Advance AE 4100-106. A revised edition is available from PSU Institute for the Study of Adult Literacy, 204 Calder Way, STE 209, University Park, PA 16801.

In-depth interviews were used to contrast and compare the attitudes of 20 ABE students who persisted in their studies with 17 *Reluctant Learners* who dropped out in the initial three weeks of class without citing illness, lack of day care or financial problems.

The study calls for a reexamination of the role of the ABE counselor, a carefully planned intake process, and recommends an academically challenging curriculum, more teacher attention and/or one-on-one tutoring. Many of these suggestions were followed in the research project, *Retaining Reluctant Learners*, featured on page 3.

- ◆ **Project Drop In** by Helen Guisler and Carol Molek, TIU Adult Education and Job Training Center, Lewisburg. Project #98-2013.

This project developed an intake assessment strategy and Individualized Enrollment Plan (IEP) for students-at-risk: those learners who are at risk of dropping out but who have strengths with which to work.

This plan details attendance, transportation, child care, support systems and student attitudes as well as educational goals. Of 20 students identified as at-risk, 16 completed or are completing their education.

Transition Time: Student Goals beyond the GED

project Director was Theresa Waltz, LSH Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Tel. (717) 893-4038. FY 93-94.15.572. Project # 99-4007.

Expanding the Curriculum

Most GED classes tend to focus on the skills needed to pass the GED test to the exclusion of the skills and resources adult learners need to take the next step to higher education or training. This project developed a manual that will enable GED teachers to incorporate career planning and goal-setting activities into a curriculum that stresses the critical thinking, reading comprehension and writing skills necessary for successful completion of the GED.

Transition Time Manual

Transition Time, a 116-page manual offers a series of nine workshops to be presented throughout the GED course. There are also *Notes for Teachers*, a pre-test and post-test, and a list of resources. Each workshop begins with a statement of objectives and a list of materials and activities to be covered.

Workshop 1

Getting Organized should be presented early in the term as it will help adult students with current organization and time management as well give them an incentive to start planning for the future.

Workshop 2

Self Exploration encourages adult learners to explore possible career choices by identifying and committing to writing an inventory of their existing skills, interests and values. They examine resources (Occupational Outlook Handbook) that will help them match their personal strengths and preferences with existing job opportunities.

Workshop 3

Students learn that *Goal Setting* should be specific, measurable and realistic. They develop a plan of accomplishment and determine how to reach long-term goals through a series of short range sub-goals.

Workshop 4

Counseling and Financial Aid discussions cover Pell Grants, Perkins Loans and Work-Study programs. Counselors and welfare case managers are scheduled to speak in the classroom and a bibliography of financial aid books is provided.

Workshop 5

The *Job Training Programs* workshop not only informs adult about the offices to contact to be considered for these positions but warns them about the financial dangers inherent in signing up for *guaranteed* government loans through proprietary schools.

Workshop 6

The *College* workshop explains terms used when talking about college, defines different attendance options and discusses general admission procedures.

Workshop 7

The goal of the *Looking for a Job* workshop is to empower learners to take control of their job search by knowing where to find help when looking for a job and by devising a plan to meet their objectives.

Workshop 8

Overcoming Barriers to Success discusses strategies to overcome seemingly insurmountable barriers to job training or higher education such as:

- ♦ lack of child care · lack of transportation
- ♦ finances · feeling alone · lack of self-esteem
- ♦ bad health · too old
- ♦ pressure from others to succeed
- ♦ pressure from peers not to succeed
- ♦ mate not supportive of their success.

Focus Rating

This project was rated SUPERIOR+ for Final Report, SUPERIOR for Innovation and Adaptability and GOOD+ for Effectiveness. A thorough concise manual that can be used as a needs assessment for students to determine future goals.

Retaining Reluctant Learners in ABE Through The Student Intake Period



Honorable
Mention

This project was developed cooperatively with the PSU Institute for the Study of Adult Literacy by Allan Quigley, PSU Center for Continuing and Graduate Education, 4518 Northern Pike, Monroeville, PA 15146. Tel: (412) 836-1255. FY 1993-94. \$12, 285. Project #: 98-3036.

An Area of Critical Concern

Reluctant learners comprise some 30% of *at-risk* ABE students at enrollment. Unlike ABE students who leave classes due to external pressures (finances, health, child care), reluctant learners have attitudinal problems that *can be addressed*. This study sought to:

- develop a testing/counseling intake program to identify reluctant learners
- provide intake staff with program referral guidelines for reluctant learners
- provide recommendations for teaching reluctant learners
- form the basis for learning style teaching techniques for reluctant learners

Research Procedures

Four groups of 5 reluctant learners were identified using the *Prior Schooling and Self-Perception Inventory* and verified using the *Group Imbedded Figures Test*. Test Group 1, the control group, received no special invention, while Group 2, received team support via increased teacher-counselor attention while attending regular classes, Group 3, was referred to small group classes where there was more peer interaction, and Group 4 received one-on-one



Results and Recommendations

Reluctant learners who were assigned to treatment groups were retained longer than those in the control group. One member of the team support group completed the GED; three members of the small group peer support group completed the three months attendance requirement and two members of the tutoring group completed more than three months or passed the GED. All of the control group members either quit the program, were terminated or were re-assigned to the program under court mandate.

Other research data collected suggests that reluctant learners in this study had a *high field dependency* — a need for organization in the environment, a need for articulation and belonging. These traits appear related to an extrovert personality and a global learning style.

A lot of teacher care (TLC) will initially do little to retain this population, who are fearful of teachers and the traditional school environment. Reluctant learners *trust* counselors and seem to be better retained in small group instructional situations.



A WRITTEN RECRUITMENT PLAN

FOR ABE/LITERACY PROGRAMS



This project was developed by Karen Mundie, Jodi Greenwald Golunb, and Arlene Cianelli, Greater Pittsburgh Literacy Council, 100 Sheridan Square, Pittsburgh, PA 15206. Tel: (412) 661-7323. FY 1993-94. \$4,360. Project #: 98-4001.

An Organized Approach to Recruitment

Addressed specifically to Objective 6 of Pennsylvania's Indicators of Program Quality, this plan formalizes the oft haphazard experiential process of recruiting students and volunteers. The plan was distributed to interested agencies attending the Penn-Ohio conference in November by staff of the Greater Pittsburgh Literacy Council (GPLC). The feedback was positive and resulted in some language changes and the addition of a glossary, introduction, and other notations.

This plan includes eight objectives, with action steps for each of the objectives. It assigns responsibilities for each of the steps and provides a "maintenance" schedule indicating exactly when and how often a step should be repeated.

Recruitment Objectives

1. Staff will utilize social service agencies and community organizations for referral of students and tutors.
2. Agency will utilize volunteers to support the work of all staff positions.

3. Agency will include volunteers and students as important members of the recruitment team.

4. Staff will utilize the media to increase public awareness of the agency's activities and mission.

5. Agency will increase its use of the Speakers Bureau for recruitment.

6. Staff will work with influential organizations and individuals who can serve as community resource contacts.

7. Staff will develop site committees for all neighborhood sites.

8. Staff will establish a recruitment committee to respond to specific area needs and to monitor the progress of the recruitment plan.

Volunteer Opportunities

Volunteers have come a long way from simply serving as tutors for one-on-one literacy instruction. The list of job opportunities available to volunteers working with staff at the Greater Pittsburgh Literacy Council was one of the most interesting documents in the final report. These included:

- Tutor
- Small Group Tutor
- Book Club Leader
- Student/Interviewer/Tester
- Student/Tutor/Site Recruiter
- Workshop Coordinator
- Office Assistant
- Public Speaker
- Tutor Trainer
- Fundraising, PR Assistant
- Library Assistant

Project Results and Evaluation

GPLC's evaluation of the project is weak (i.e. several agency completed a questionnaire about the value of disseminating the plan). However, their forthright description of their experience in putting the recruitment plan in place in its initial year will be helpful to other agencies planning to take similar steps

Focus Rating

This project was rated EXCELLENT for Adaptability and Final Report, SUPERIOR+ for Innovation, and SUPERIOR for Effectiveness. It would be helpful to see some hard data on the success of the different aspects of the plan.

**Please Complete
THE READER SURVEY
and return
to Sherry Royce by
May 25, 1995.**

The FOCUS panel consists of: Jane Ditmars, Region 7 Staff Development Coordinator; Carol Goertzel, Executive Director, WAWA, Inc; Chris Kemp, Resource Specialist, Western PA Adult Literacy Resource Center; Kathy Kline, Executive Director, Adult Learning Center, Inc.; Joan Leopold, Harrisburg State Hospital; Carol Molek, TIU Adult Education and Job Training Center, and Sherry Royce, Focus Editor.

FOCUS BULLETINS are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvanceE, 11th Fl, PDE, 333 Market St., Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-State Tel: (717) 783-9192 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA 15044. Tel: (800) 446-5607. Fax: (412) 443-1310.

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