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ABSTRACT

        This final performance report provides project outcome
information and data to the U.S. Department of Education for the
federally-funded Library Literacy Program. The Santa Clara County
(California) Library Reading Program Computer Aided Literacy (CAL) Project
involved recruitment, public awareness, training, basic literacy, collection
development, tutoring, computer assisted programs, and English-as-a- Second
Language (ESL) programs. It served a community of over 200,000 people, and
targeted the learning disabled, low level learners (0-4 grade reading level),
and ESL learners. The project used the Laubach and Literacy Volunteers of
America (LVA) tutoring methods, utilizing one-on-one and small group
instruction. The project served 1,088 adult learners, and provided 108,800
hours of tutoring service. Goals of the project included enabling learners
within a computer-aided environment to practice skills introduced in
tutoring, enhancing their self-esteem and empowering them with literacy and
computer skills to meet the demands of modern society, and promoting the CAL
project and regular usage of the CAL workstations. The report provides a
comparison of actual accomplishments to goals and objectives set forth in the
grant application; a comparison between proposed and actual expenditures;
specific details of activities undertaken; the role the library played in the
accomplishment of the goals and objectives; agencies and organizations that
assisted in the project; and the impact of the federal project on the ongoing
program of the library. Exhibits include: student and tutor assessment
materials; and materials produced through the project, including descriptions
of software developed by the CAL project, list of software programs and
publishers, software recommendation checklist, newsletter, letter of support,
and project director's resume. (SWC)

Santa Clara County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

**Final
Performance
Report
for the**

**Santa Clara County Library
READING PROGRAM**

Computer
Aided
Literacy
Project

1992 • 1993

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Final Performance Report for the

Santa Clara County Library READING PROGRAM

Computer

Aided

Literacy

Project

PART I: GENERAL INFORMATION

1. Name and Address of Organization (Joint Project)

Santa Clara County Library *
1095 N. Seventh Street
San Jose, CA 95112

Mountain View Library
585 Franklin Street
Mountain View, CA 94041

Santa Clara City Library
2635 Homestead Road
Santa Clara, CA 95051

Sunnyvale Public Library
665 W. Olive Avenue
Sunnyvale, CA 94086

* Project Management and Fiscal Agent

2. Persons Preparing Report

Taylor Willingham
Director, The Reading Program

Charity A. Trajico
Computer-Aided Literacy (CAL) Project Coordinator

Michael Levy
CAL Project Assistant

3. Grant Number
R167A20498-92

4. Grant amount awarded: $129,428.00
Actual amount expended: $113,920.92

PART II: QUANTITATIVE DATA

1.   Size of Community Served by this Project
Over 200,000

2.   Type of Project
Recruitment
Public Awareness
Training
Basic Literacy
Collection Development
Tutoring
Computer Assisted
English as a Second Language (ESL)

3.   Target Population
Learning Disabled
Low Level Learners (0 to 4 grade reading level)
ESL

4.   Type of Tutoring Method Used
Laubach
LVA

5.   Type of Tutoring Instruction
one-on-one tutoring
small group instruction

6a. Was Quantitative Measurement Used? Yes

Methods Used:

Initial Assessments
- LVA READ Test (Exhibit 1)
- Wide Range Achievement Test (Exhibit 2)

Learners' Results: All learners in The Reading Program are given these assessments when they first enter the program. These initial assessments are used to determine the reading and comprehension level of the learner up to an eighth grade reading level. Using the same assessments, The Reading Program reassesses all learners every six months, or at the request of the learner or tutor, to determine progress.

On-going Evaluation
- The Reading Program's Quarterly Report   (Exhibit 3)
- CALPEP Semi-annual Report (Exhibit 4)

Learners' Results: The CALPEP reports are a standardized method for measuring progress in the California Literacy Campaign Programs. The CALPEP reports are to be completed by the learner and tutor to determine which CALPEP areas (reading and writing habits) have improved. The Quarterly Report is used to determine the learner's progress by the tutor's evaluation and learner's responses.

6b. Was Qualitative Measurement Used? Yes

Methods Used:
- Learner Survey on Computer Usage and Attitudes (Exhibit 5 - phone interviews)
- Tutor Survey on Computer Usage and Attitudes (Exhibit 6 - mailing)
- Pre and Post Computer Orientation Survey - Part I and II (Exhibit 7)
- CAL Project / California Conservation Corps Tools Assessment (Exhibit 8)

The purpose of the surveys was to evaluate how well the CAL Project met the needs of learners and tutors during the 1992-93 grant year. The survey also requested feedback from learners and tutors on how to improve the CAL Project's services for the 1993-94 year.

The CAL Project's Tutor Survey on Computer Usage and Attitudes was mailed to 410 tutors. Approximately 11.5% of the tutors responded to the survey. Findings were as follows:
- 50% of the tutors surveyed had received a computer orientation
- Of those who had not yet had an orientation, 71% indicated that they would like to have an orientation at this time

Of those tutors who have used the computers, the following was indicated in the survey:

- Tutors found that the computer was helpful in their lessons
- Some had concerns about the ease of use of some of the software programs
- Many tutors requested that the CAL Project conduct more workshops; reasons given were to provide additional "hands-on" training, to provide more in-depth training in individual software programs, and to demonstrate how tutors can develop their own computer-based lessons.

The CAL Project's **Learner Survey on Computer Usage and Attitudes** consisted of phone interviews with 92 learners. Findings were as follows:
- 40% of the learners surveyed had received a computer orientation
- Of those who had not yet had an orientation, 83% indicated that they would like to have an orientation

Of those learners who have used the computers, the following was indicated:
- The location of the computers, which offer some privacy, was important to them
- The 3 most popular software programs were: Type To Learn (a keyboarding program), Spell It Plus (spelling), and Consonants 1 & 2 / Vowels package
- For those who had never used a computer before, the Mouse Practice program was highly rated
- The average duration of a computer session was 1 hour per week
- Many learners requested additional software programs

In general, learners who have used the computers gave enthusiastic reviews of the CAL computers and software. Here are some of their responses to the question: "What is the best part about using the computer?"

" It improves my spelling and typing."
"I learn to write better."
"It is not boring."
"Can use it when you want to."
"Can use it on your own."
"On my own, when I made mistakes no one know, no pressure."
"It helps with what the tutor gives (me)."

A pilot **Pre- and Post-Orientation Survey** was completed by English as a Second Language (ESL) students of the California Conservation Corps (Santa Clara branch) and a group of Reading Program learners and tutors. The purpose of the survey was to gather information on computer attitudes and experience prior to the CAL orientation and to determine the effectiveness of the CAL computer orientations. Findings were as follows:
- 50% of learners had not had the opportunity to use a computer before; principal reasons cited were "no computer available" and "lack of time"
- 92% of the participants indicated that knowledge of computers was "very important" in today's job market
- Most individuals stated that the computer could improve reading, writing, and spelling skills; a smaller group included math skills, as well

• Of the California Conservation Corps students who participated in the CAL Project / CCC Tools Assessment pretest and follow-up, all indicated that they had used the computer regularly and improved in the targeted areas

7. Materials Produced
(see Exhibits for copies of materials produced)

Software Curriculum Guide
Software Publisher Guide
Quick Reference Guide
Literacy Software
Survey
Newsletter(s)
Multimedia Presentations

8. During the course of this project:

Adult learners served.. 1088

Direct tutoring service.. 1088

Hours of tutoring service...108,800

New volunteer tutors trained...569

Current volunteer tutors received additional training...............184

Total volunteer tutors involved...971

Non-tutor volunteers recruited... 40

Service hours provided by non-tutors...880

Number of librarians oriented to literacy methods,
  materials, and students..17

Number of tutor trainers trained..1

PART III: NARRATIVE REPORT

GOALS:

A. To enable learners within a computer-aided environment to practice the skills introduced in one-on-one tutoring, thus enhancing their self-esteem and empowering them with literacy and computer skills to meet the demands of modern society.

B. To build upon the one-on-one tutoring and the strengths of CAL workstations already in place; to expand the accessibility of the CAL workstations to hard-to-reach learners of The Reading program as well as to a wider range of tutors and learners.

C. To enhance the computer environment by consolidating and expanding on the strengths of last year's "Pilot " project, thus promoting program efficiency, as well as expanding the scope and tools by which learners develop literacy skills.

D. To tie the CAL project to The Reading Program Workplace literacy project, by providing computer skills to learner's work skills, thereby increasing their viability in the technology-conscious job market.

E. To promote self expression and creativity for learners by linking the CAL project with The Reading Program learner-centered activities, thus encouraging self-discovery and growth.

F. To launch an awareness campaign in order to raise the enthusiasm among learners and tutors, and promote the regular usage of the CAL workstations.

G. To serve as a model to demonstrate to non-participating public libraries and other literacy providers the importance of the computer's role in assisting learners to attain their literacy goals.

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OBJECTIVES

1. In cooperation with the CCC and Recovery House Program, extend accessibility of the The Reading Program CAL workstation to resident learners by making two additional CAL workstations available to one of the recovery houses and the CCC in two library jurisdictions.

2. To provide the benefits of the CAL program to a wider range of learner/tutor matches by adding literacy materials to the public access Macintosh computer at Santa Clara City Central Library.

3. To increase the technical capacity of each of the workstations through additional memory.

4. To consolidate and expand the "Pilot" program of providing software packages that meets the learner's specific needs such as dyslexia, and pre-GED.

5. To train tutors to identify learners' learning goals and to develop a step-by-step comprehensive literacy curriculum that will encourage regular use of the workstations by the learners.

6. To encourage volunteer programmers, tutors, and learners to take an active role in their learning process through creating and developing innovative new customized programs specifically to aid learners with learning disabilities.

7. To reinforce The Reading Program survival skill training theme by providing relevant software for learners.

8. To provide tutors and learners with software that encourages the learner's creativity.

9. To encourage learners to use computers by making the CAL workstations as private as possible.

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10. To develop in-service trainings for tutors and learners that encourage use of the main software programs on a regular basis.

11. To provide an open door policy to assist other literacy providers in using computers within their programs.

12. To ensure that the design of the workstation includes accessibility for handicapped individuals.

13. To provide a volunteer training program in a learning environment relevant to all participants, regardless of ethnic background, sex or age.

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1. COMPARISON AND CHANGES

A. Comparison of Actual Accomplishments

Orientation/Training

To fulfill Goal A, the CAL staff focused on individual orientations that were specific to the learners' needs (Objective 5). To encourage more usage of the computer, presentations were made to the learners and tutors of The Reading Program and to the local adult education programs (Objective 10).

Objective 5   The CAL staff made available a one-on-one computer orientation to each tutor and learner. The orientation consisted of a general overview of the equipment and software, and a demonstration of basic computer skills. The philosophy behind each orientation was to let the user learn by doing. In addition, the staff suggested specific software that would meet the learner's goals. A quick reference guide was also at every site to show learners and tutors how to turn-on and shut-down the computer (Exhibit 9).

Objective 10   Besides one-on-one tutoring, the staff made presentations at every training session to encourage new tutors to use the computer as an additional literacy tool. As part of our Open Door Policy to sharing information and resources with other literacy organizations, the CAL staff presented in-service trainings. These trainings were made to the Atlas program, Sunnyvale's adult education program, and to Santa Clara City's Adult Education. While similar to the one-one-one orientation, more emphasis was placed on demonstrating each software and on what skills are being used.

Enhancement and Expansion

To accomplish Goal B, the CAL staff strengthened its existing CAL workstations (Objective 3) and expanded accessibility of the CAL workstations to hard-to-reach learners (Objective 1, 2, and 9).

Objective 1   A computer workstation was established at the Santa Clara City California Conservation Corps (CCC) and the Combined Addicts and Professionals Service (CAPS) Recovery House. The CCC workstation consists of a lockable cabinet, Macintosh LC III 4/80 and HP Desk writer printer. To established the CAP's workstation, the CAL staff purchased a lockable cabinet and HP Desk Writer, and transferred a Macintosh LC 6/80 from the Milpitas Library to the CAPS Recovery House. The Milpitas Library computer was replaced with a Macintosh Centris 610 8/230 with CD ROM player.

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Objective 2   One of the CAL Project's main objectives was to add literacy software
               to the public access computer in the Santa Clara City's Central Library.
               Unfortunately, the computers were removed from the library's public
               area because of continual maintenance problems. (see changes)

Objective 3   Each existing CAL workstations' internal memory (RAM) and hard
               drive were upgraded from 2/40 to 6/80 configuration. This
               enhancement to the system allowed more software to be added to the
               hard drive.

Objective 9   Prior to purchasing the computer, the CAL staff and each site liaison
               discussed the location of each workstation. A checklist of items to
               consider was provided by the CAL staff so the learners would feel
               comfortable using the workstation (Exhibit 10).

Curriculum Development

To accomplish Goal C, more in-house development was made to expand the "Pilot"
program so that learners with specific needs, such as dyslexia, could take advantage
of the software (Objective 4). In addition, the CAL staff recruited volunteer
programmers to create and develop new innovative programs specific to adult
learners' needs (Objective 6).

Objective 4   Developed in 1992, the "Pilot" program was created to enable learners
               with specific needs to take advantage of the computer. This was the
               CAL Project's first attempt to develop an in-house software. While
               the "Pilot" program had a good beginning, it needed to be improved.
               To accomplish this task, the CAL Project recruited a volunteer
               programmer from Apple Computer. The redesigning of the "Pilot"
               program was a slow process, partly because all of the programming
               was done on a volunteer basis. Completed in late July, the "Pilot"
               has received good responses from learners beta (trial) testing it.
               Because of the delay, however, we were not able to fully test it with 20
               learners as originally planned.

Objective 6   To encourage more volunteers to play active roles in the CAL
               curriculum development, the staff aggressively recruited
               programmers at local computer user groups, such as Apple
               HyperCard User Group (AHUG) and Berkeley Macintosh User Group
               (BMUG). Eight volunteer programmers were recruited. With their
               help, the CAL Project was able to developed five in-house software
               programs (Exhibit 11). In addition to programmers, the CAL staff
               recruited five learners and tutors to assist with evaluating and testing
               of new commercial and in-house software.

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Work and Life Skills Software

To fulfill Goal D, the CAL staff focused on expanding its software curriculum with an emphasis on work and life skills (Objective 7).

Objective 7   One of the benefits of using the computer is that it enables learners to improve their literacy skills while acquiring computer skills. This year the CAL Project purchased software that combined literacy skills with workplace skills. Resume Maker, Type to Learn, and Claris Works are some of programs that were purchased (Exhibit 12-software, Exhibit 13-publisher).

Creativity

To accomplish Goal E, the CAL Project developed and supported activities that enabled learners to tap into their own creativity while using the computers (Objective 8). This promoted learner self-expression.

Objective 8   The CAL staff co-presented with Project Enable a learner workshop titled "Writing a Letter on the Computer."

While the computer doesn't teach you what to write, it does make the process of writing easier. To take advantage of this feature, the CAL staff co-presented a learner workshop titled "Writing a Letter on the Computer." The workshop covered the steps to process writing while learning the basics of using a word processor. To enable learners to get hands-on experience using the computer, the CAL staff moved five CAL workstations to one location. It was a huge success. Over 15 learners participated in the workshop.

Awareness Campaign

To accomplish Goal F, the staff launched a publicity campaign to raise the awareness of the learners and tutors about the CAL workstations (Objective 5).

Objective 5   To make more tutors aware of the CAL Workstations, a software recommendation checklist was included as part of the materials sent to tutors (Exhibit 14). Besides the checklist, the staff would also recommended specific software during each computer orientation. The CAL staff also used The Reading Program's newsletter, "Word Wise," to keep learners and tutors aware of new CAL software and activities (Exhibit 15).

To increase learner awareness of the computer, the Community Coordinator as part of the initial assessment session described and demonstrated the CAL software. In addition, the CAL staff

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attended three learner support group meetings to encourage more learners to use the workstation.

Promotion of Technology

To accomplish Goal G, the CAL staff shared its expertise and resources with any literacy program needing assistance with technology (Objective 11).

Objective 11   The CAL Project is committed to sharing information and resources as demonstrated by an open door policy and partnership with other educational and literacy providers.

"We have been most impressed with your open door policy and your willingness to share information. Many of our clients have benefited form instruction at your workstations, and we have benefited from your staff-to-staff information and advice." (Exhibit 16)

To encourage more programs to use technology, the CAL staff has also presented at two state conferences, the California Literacy Conference and the Computer Using Educator (CUE). At both conferences, we were overwhelmed by the participants' enthusiasm. The evaluation of both workshops indicated to us that there is a definite need for more information on technology and adult literacy.

Policy Statement - Objective 12 &13

The CAL Project follows the philosophy of The Reading Program--it encourages participation regardless of ethnic background, age, or sex. In addition to ensuring physical accessibility to all the workstations, the CAL Project continues to strive for excellence in its training and curriculum so that learners are able to attain their literacy goals.

B. Major Changes and Revision

Staff Change

On February 1993, Barbara Kong, the CAL Project's Assistant, was promoted to South County Community Coordinator. Due to her promotion, a search for a replacement was initiated. After several weeks of searching and interviewing, Michael Levy become the new full-time project assistant (Exhibit 17 - resume).

Public Access Computer

One of this year's objectives was to add literacy software to a library public access computer. Unfortunately, Santa Clara City Central Library's public computers were removed from the public area due to maintenance problems. After some

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deliberation, it was decided that the funds (for software) would be used for the Santa Clara City's CAL workstation at the Mission Library.

Library Site Budget
The library sites originally planned to use their staff budget to cover their liaisons' hours. However, besides paying the liaison salary, Sunnyvale Library used a portion of its staff budget to help set-up an adult "New Reader" section. A display stand, bookshelves, adult literacy print materials, and audio tapes were some of the items purchased for the "New Reader" section of the library.

C. Unspent Funds (amount over $500)

Salary & Wages. Total amount of unspent funds = $9,431.46
Fringe Benefits. Total amount of unspent funds = $4,631.19

In the original plan of service, the role of the liaison was to supplement the on-site activities of the CAL Project by assisting the learners and tutors. Fortunately for the CAL Project, there were three main reasons why the funds were was not fully spent. The first reason was that due to the success of the computer orientations and ease of use of the software programs, less time was required to be spent by the liaisons than originally allocated. In addition, some of the libraries choose not to bill for their hours but rather provided support to the CAL Project as an in-kind contribution. Furthermore, the CAL volunteers played an important role by providing assistance to the tutors and learners that was to have been provided by the liaisons.

Equipment. Total amount of unspent funds = $1,038.20
Due to rapid growth of the computer industry, the CAL Project was able to benefit from the lower prices of the computers and internal memory (RAM).

Other. Total amount of unspent funds = $1280.39
Printing - We were able to reduce our printing costs below the original estimate, thanks to the generous discounts provider by a local print shop. In addition, the County donated the use of a photocopier, which further reduced costs.
Phone - Besides the photocopier, the County made an in-kind donation for phone services.

2. BUDGET COMPARISON

	Proposed Expenditures	Actual Expenditures	Difference
Salary & Wages	$76,306.00	$66,874.54	$9,431.46
Fringes Benefits	$8,977.00	$4,345.81	$4,631.19
Travel	-	-	-
Equipment	$17,598.00	$16,559.80	$1,038.20
Supplies	$1,800.00	$1,448.84	$351.16
Contractual Services	-	-	-
Library Materials	$9,000.00	$10,219.32	($1,219.32)
Other	$15,753.00	$14,472.61	$1,280.39
TOTAL PROJECT COST	$129,434.00	$113,920.92	$15,513.08

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3. ACTIVITIES

A. Library Materials Acquired

To meet the goals of the grant, computer workstations were established at two sites--Santa Clara City's California Conservation Corps (CCC) and CAPS Recovery House.

- Equipment
  Each workstation consists of one Macintosh computer, a HP Deskwriter Printer, a lockable cabinet, and an ergonomic chair.
- Software
  Each of the new workstations was equipped with the software previously installed at the existing sites. In addition, the CAL staff purchased new literacy software to supplement the existing curriculum. The new software were purchased after the CAL staff reviewed and evaluated its appropriateness for the learners. A full description of the software acquired is listed in Exhibit 12.
- Print Materials
  Print materials focusing on programming and computer research were purchased as a resource tool for the CAL staff. In addition, the Sunnyvale library purchased basic literacy print and audio materials for their adult "New Reader" section.

B. Training

The **one-on-one orientations** continued to be the method by which we acquainted the learners and tutors with the computer. The individual attention, along with a hands-on demonstration, made learning to use the computer easier for learners and tutors who had little or no prior experience. The hour-long orientations were tailored to fit the reading needs of the learner. The orientations covered basic computer terms, scheduling, and a software overview. Tutors were given suggestions, based on their learner's assessments, on how to integrate the computer with their lesson plans.

Through the **Open Door** Trainings, the CAL staff shared information with local companies and other literacy providers about the use of technology in literacy. Presentations were made in two ways: individually and in group situations. Both presentations covered equipment, an overview of software, and ways to use the computer in tutoring sessions. A benefit of the one-on-one presentation was that it allowed the representative to have a hands-on demonstration.
Some of the local agencies and organizations which requested information from the CAL Project included: Catholic Charities, San Jose Public Library's Partners in Reading, Menlo Park Library's Project Read, Literacy Alliance, Syntex Corporation, Nova, and ATLAS Literacy Program.

The CAL Project continued staff trainings as a way to introduce the site staff to both The Reading Program and the CAL Project. All new sites were given an overview of the CAL Project, a review of the equipment and software, and a review on

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scheduling procedures for the computer workstation. Refresher trainings were given at existing library sites to update library staff about new software and procedures.

C. Workshop

• California Literacy State Conference
In September 1993, the CAL Project staff presented a workshop titled, "How to Grow a Computer-Aided Literacy Program." The purpose of the workshop was to provide an example of how computers can be integrated into an existing adult literacy program. Through the story of the CAL Project, the key components of a successful program and the common pitfalls were discussed. In addition, the workshop included a presentation of both "off the shelf" and in-house developed software. Approximately 30 people attended the workshops. Comments from the workshop evaluation forms:

"Great info, covered carefully"

"Best session I've attended"

"Excellent, outstanding"

• Computer Using Educators (CUE) Conference
In October 1993, the CAL Project made a presentation at the CUE Conference, which was held at the Santa Clara Convention Center. The workshop was a 45 minute version of our "How to Grow a Computer-Aided Literacy Program" presentation. While the CUE conference is predominately for K-12 educators, over 30 participants came to see our workshop. Many of the participants later thanked us for being at the conference and for being the only workshop dealing with adult literacy and technology.

• Writing Workshop
On August 19, 1993, the CAL Project co-presented with Project Enable a learner workshop titled "Writing a Letter on the Computer." The CAL staff designed the workshop so that all participants would get hands-on experience using the computer. To accomplish this goal, the CAL staff relocated five CAL workstation to one location. While transporting and assembling the five computers was difficult task, the workshop was a great success. Over 15 learners participated in the workshop.

4. ROLE OF LIBRARIES
Each library jurisdiction contributed space for one or more computer workstations. In addition, each library supplemented the on-site activities of the CAL Project by providing a liaison for three hours per week. This support included scheduling of computer time, answering general software questions, and performing simple

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maintenance. Each library jurisdiction also promoted literacy within its community. Two goals that the libraries helped accomplish:

- Community Awareness
  - Publicity displays were set-up at Sunnyvale, Santa Clara, and Milpitas Libraries
  - Fact sheets about The Reading Program and CAL Project were available at each of the library's community services table
- Recruitment
  - Flyers encouraging "Be A Learner" and "Be a Tutor" were available in the libraries
  - Public service announcements were aired on radio
  - Public service announcements were placed in local newspapers

5.   AGENCIES AND ORGANIZATIONS WHO HELP

Friends of the Reading Program is a non-profit volunteer organization which supports The Reading Program. This support has been both financial and "hands-on." Funds were provided to buy materials for the learners.

Toastmasters International promoted The Reading Program in its Bay Area newsletter, which is distributed to over 5,000 members. Members of Toastmasters have volunteered for The Reading Program Speaker's Bureau, which provides speakers to any service club, civic organization, or church interested in learning more about literacy in Santa Clara County and about The Reading Program. Speakers help increase awareness of the literacy problem, recruit volunteer tutors, find new learners, and raise sources of funds for the future.

The Literacy Alliance is a coalition of literacy providers in the South Bay. It provides a hot line which directs potential learners and volunteer tutors to The Reading Program and other literacy programs in the area. The Literacy Alliance also publicizes the activities and fund-raisers of its members through its newsletter. Apple Computer supports The Reading Program by publicizing upcoming tutor trainings in it's newsletter. In addition, Apple employees have provided the CAL Project with valuable technical and programming assistance.

The Reading Program participated in four corporate volunteer fairs which were organized to encourage company employees to take an active role in their community. The companies that participated were Syntex, Syquest, Sun Microsystems, and Intel.

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6.   LIBRARY SITES

Library Jurisdictions:
* Mountain View Public Library
* Santa Clara City Library - Mission Branch
    - California Conservation Corps
* Sunnyvale Public Library
* Santa Clara County Library
    - Alum Rock
    - Campbell
    - Milpitas
    - Gilroy Reading Center
    - CAPS Recovery House

7.   IMPACT OF THE FEDERAL PROJECT

* **Learners waiting for tutors**
    One of the situations that we hoped to address with the computer workstations was that of learners waiting to be matched with tutors. When an individual makes the decision to enter an adult literacy program, it is important for that program to channel that individual's motivation at that moment. However, it often takes some time to match a learner with an appropriate tutor; this is when the computer can be of great value.
    The computer provides a variety of literacy software at all reading levels. It utilizes text, audio (including digitally recorded human voice), and graphics to accommodate all learning styles. Once learners are matched, they often continue to use the computer as part of their tutoring sessions and/or on their own.

* **Learners having trouble with conventional tutoring techniques**
    Many adult learners have had unpleasant experiences with conventional teaching techniques. The computer offers the opportunity for a fresh start. It allows learners to work at their own pace, on materials relevant to their lives. It allows learners to independently explore areas of interest. The computer also accommodates individual learning styles. Individuals work "hands on", and learn by doing. In addition to improving math, reading and writing skills, learners have become "technologically literate" in the process.

* **Job skills / computer skills**
    When learners use the computer to work on literacy skills, they also learn computer skills. Adult literacy learners often have not had access to technology and feel uncomfortable around computers. The CAL computers and software curriculum are designed for ease of use. Adult learners overcome their anxiety while learning the computer interface.

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The software on the CAL Project computers includes job preparation programs in areas such as keyboarding (touch typing) and resume writing. The CAL curriculum includes an integrated software package, featuring word processor, database and spreadsheet, where learners can work on literacy lessons while becoming familiar with standard business software. A familiarity with basic computer procedures translates into concrete job skills.

• Independent learning

The CAL computers allow learners to work at their own pace. With the computer, learners can discover the joy of independent learning. Many leaners continue to use the computer on their own, even after they have been matched with a tutor (in addition to regular tutoring sessions). Some individuals, who have never before taken charge of their own learning, feel great pride in their new found self-reliance.

• Community awareness of literacy issues

The CAL Project has computer workstations in place at 10 sites, including four different library jurisdictions. This presence has allowed us to inform a host of librarians, teachers, and others about adult literacy issues and about the benefits of using computer-aided literacy instruction in adult literacy.

Over the past year, we have participated in library open houses and tours by giving Reading Program overviews and CAL Project software demonstrations to classes from local Adult Basic Education classes. We have met with teachers from local ESL programs and learned about the needs of their students. We have shared curriculum ideas and offered these teachers "hands on" experience using literacy software on a CAL computer.

• Software development

The CAL Project has greatly expanded its collaborations with software programmers in a continuing effort to develop unique low-level literacy software that meets the needs of the learners in our area. This grant has allowed us to complete five software programs, including a package specifically designed for dyslexic leaners. This software program features sound and graphics. It is also authorable; meaning that is can be customized to meet the needs and goals of the individual learner. A complete description of each in-house developed program appears in Exhibit 11.

• Forging partnerships

The CAL Project has served as a catalyst for coordination among libraries, Adult Basic Education and ESL programs, community-based organizations, and other literacy providers. We have made organizations in our area aware of the The Reading Program and the services it provides to adult literacy learners. We have also demonstrated how the computer can be a highly effective tool in achieving literacy goals. The above coordination also assists The Reading Program in directing

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those who are not appropriate for our program to the program that best addresses their needs. The overall impact of such partnerships is to better serve the literacy needs of our community through increased coordination among a broad range of organizations

- **Dissemination of information via conference presentations**
Over the course of this grant, the CAL Project made presentations both at the major statewide and local conferences. Our most recent conference presentation was, "How To Grow A Computer-Aided Literacy Project." We also provide an overview of the CAL Project at all of The Reading Program's tutor training classes. As part of our presentations, we distribute print materials, including: The Reading Program Fact Sheet, the CAL Project Software List, a Software Publishers List, the CAL Project Description, and the CAL Project Quick Reference Guide.

- **Open Door Policy**
The CAL Project continues to expand its open door policy. The Office of Technology Assessment's report "Adult Literacy and New Technologies: Tools for a Lifetime, "emphasized that a lack of communication and coordination is one of the greatest deficiencies and challenges facing adult literacy providers. The open door policy has allowed us to take the lead in sharing technology with other literacy providers. In turn, this grant has benefited greatly from the two-way flow of information. The expertise of teachers, curriculum specialists and technology resource persons from a wide variety of programs has enriched the CAL Project and The Reading Program. The end result is that all literacy providers are able to better serve learners and tutors.

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EXHIBITS

Assessments
- LVA READ Test   Exhibit 1
- Wide Range Achievement Test (WRAT)   Exhibit 2
- The Reading Program's Quarterly Report   Exhibit 3
- CALPEP Semi-annual Report   Exhibit 4
- Learner Survey (via phone)   Exhibit 5
- Tutor Survey (via mail)   Exhibit 6
- Pre- and Post-Computer Orientation Survey
  (Part I and II)   Exhibit 7
- CAL Project / CCC Tools Assessment   Exhibit 8

Materials Produced
- Quick Reference Guide   Exhibit 9
- Checklist for Establishing Workstation   Exhibit 10
- In-House Developed Software List   Exhibit 11
- Software List   Exhibit 12
- Publisher List   Exhibit 13
- Software Recommendation Checklist   Exhibit 14
- "Word Wise" Newsletter   Exhibit 15
- CCC Letter of Support   Exhibit 16
- Michael Levy's Resume   Exhibit 17

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Date _____ 1994
Interviewed by _____
Ethnicty _____
Database _____

Learner Intake - Community

Name: _____ Date of Birth: ____ / ____ / ____

Address: _____

City/Zip: _____   Male   Female

Do you have children? _____

Home Phone: (____) _____   Smoker   Non-Smoker

Work Phone: (____) _____

GED   DIPL   No. of years _____ Where: _____ Special Ed classes: _____

Employed? Y   N   Employer: _____ Job Title: _____

1. Full-time 2. Part-time 3. Disabled 4. Retired 5. Not in labor market 6. Looking

Speak other languages? Y   N _____ Read   Write

Days available   M   T   W   Th   F   S   Su   morn   aftn   eve _____

What do you hope to get out of this program: _____

_____

_____ Computer site: _____

Tutor Preference _____ Drive   Meeting Place _____

Tutor Name: _____ Start: _____ Stop: _____

_____ _____ _____

Reading Level: _____ Comprehension Level: _____

Special Needs: _____

How did you hear about the program?

Notes:

_____

_____

_____

_____

No of years in US: _____
Interested in Math: Y   N
Tested for Dyslexia: Y   N
Can a learner call: Y   N

_____

...e so that your tutor can be given this information

Writing Sample:

RECORDING SHEET - PART 1
Sight Words

PRE-TEST

Student's Name	Tester's Name	Date

WRITE INCORRECT RESPONSES

List a

1. the _____
2. that _____
3. with _____
4. by _____
5. but _____
6. which _____
7. she _____
8. been _____
9. no _____
10. up _____

No. correct _____

List b

1. now _____
2. me _____
3. many _____
4. where _____
5. should _____
6. Mr. _____
7. make _____
8. long _____
9. under _____
10. last _____

No. correct _____

List c

1. states _____
2. without _____
3. home _____
4. say _____
5. school _____
6. left _____
7. away _____
8. public _____
9. far _____
10. better _____

No. correct _____

List d

1. give _____
2. room _____
3. several _____
4. face _____
5. things _____
6. become _____
7. felt _____
8. ever _____
9. seemed _____
10. country _____

No. correct _____

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RECORDING SHEET – PART 2
Word Analysis Skills

_____	_____	_____
Student's Name	Tester's Name	Date

WRITE INCORRECT RESPONSES

SECTION A - Letter Sounds and Names
List A-1

Sounds - <u>S F M R D S F K T P C L N G W B J H Y V Z</u> _____

Names - <u>S F M R D S F K T P C L N G W B J H Y V Z</u> _____

List A-2   (Names)

m__r__a__f__d__ n__c__v__t__p__s__h__g__j__w__b__l__i__k__z__e__o__u__y__x__q__

SECTION B - Reversals
List B

lap_____ was_____ rat _____ pot_____ on_____

tar_____ now_____ pal _____ top _____ saw_____ won_____ no_____

SECTION C - CVC (Consonant-Vowel-Consonant)
List C

ban_____ cob_____ din _____ fed _____ hub_____

gal _____ jot_____ kid _____ zen_____ mud _____

nag _____ lop _____ wit _____   pun_____

vat _____ sox _____   rut _____

yam_____   tug _____

SECTION D - CV (CC)   (4 letters - 3 sounds)
List D

dock_____ rill _____ jazz_____ cuff_____ mess _____

tick_____ yell_____ toss_____ heck _____ doll_____ buck_____ rack _____

SECTION E - Blends (Initial and Final)
List E-1 (Initial)

stag_____ prom_____ sped _____ scum_____ flip _____

trap_____ grid_____ crab _____ dreg _____ plop _____ frog _____ blab _____ slit _____

drop _____ glen_____ skim _____ smut_____ snug _____ twig _____

List E-2 (Final)

bent _____ pond_____ bask _____ dust _____ wilt_____

heft_____ damp _____ tank _____

SECTION F - Digraphs (Initial and final)
List F-1 (Initial)

sham_____ thus _____ chum _____ whip_____ quit_____ phone_____

List F-2 (Final)

bash _____ path _____ rich _____ graph _____

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SECTION G - Variant Vowels

G-1 R-con-troll-ed
What a merry_____ time we've had with our old car_____. It warms_____ my heart_____ to think of some of the rare _____adventures we've shared_____. Oh, sure, it's worn_____ a bit, but the wear_____ you see is part_____ of the character_____ of that world_____ traveler.

G-2 L-con-troll-ed
It's full_____ of dents, and folks_____ say the miles have taken their toll_____ on the paint. It's dull_____ in spots. There are valleys_____ in the upholstery and on cold_____ mornings it may stall_____ or start off with a jolt_____ as if it were pulling_____ a ten-ton roller_____ .

G-3 W-con-troll-ed
You know_____ , I may be a bit mellow_____ , but I feel awkward_____ about turning my old power_____ buggy over to a new_____ owner_____ . I'm quite aware_____ that this car has grown_____ to be one of the family crew_____ .

G-4 Y-con-troll-ed
But with all its fraying_____ and decaying_____ , I guess we'll buy_____ a new one soon. The key_____ to the car we've all enjoyed_____ will be in someone else's loyal_____ service one day_____ soon.

G-5 Vowel di-graphs and vowel plus E
I wonder what lies_____ ahead_____ for that road_____ rover_____ . What tales_____ could_____ be told already_____ if that car could talk! I thought_____ of the journey_____ we took_____ to the Smokies_____ and of the long ride_____ down that rough_____ mountain_____ trail_____ when we ran out of gas. I can still hear the shout_____ when the fuel_____ pumps came_____into view_____ . What a relief! _____ But when we needed_____ that car the most was the night we camped at Clear Brook_____ . It poured_____ rain_____ all night and by morning the little stream_____ was a roaring flood_____ . We were nearly_____ surrounded_____ and we barely made it to the car in time_____ .

So whoever buys our car gets more than four_____ wheels_____ , an engine_____ , and a_____ place_____ to sit. A used car is a box of memories_____ . Whoever buys ours - please_____ handle with care.

SECTION H - Suffixes
List H

walked _____ calling_____ tender_____ darken_____ visitor_____ windy_____

swiftly_____ vacation _____ occasion _____ freshness_____ restful_____ anxious_____

SECTION I - Soft c and g
List I

circus _____ dance _____ space_____ celery _____ city_____ cycle_____

huge _____ village_____ ginger _____ edge _____

SECTION J - Silent Letters
List J

calf_____ limb_____ knock_____ castle_____ hour_____ wren_____ toward_____ listen_____ island_____

SECTION K - Multi-Syllabic Words
List K

information_____ palpitate_____ temporary_____ satisfaction_____
misinform_____ interview _____

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Wide Range Achievement Test

LEVEL 1

cat	see	red	to	big	work	book	eat	was	him	how	36
then	open	letter	jar	deep	even	spell	awake	block	size		46
weather	should	lip	finger	tray	felt	stalk	cliff	lame	struck		56
approve	plot	huge	quality	sour	imply	humidity	urge				64
bulk	exhaust	abuse	collapse	glutton	clarify						70
recession	threshold	horizon	residence	participate	quarantine						76
luxurious	rescinded	emphasis	aeronautic	intrigue	repugnant						82
putative	endeavor	heresy	discretionary	persevere	anomaly						88
rudimentary	miscreant	usurp	novice	audacious	mitosis						94
seismograph	spurious	idiosyncrasy	itinerary	pseudonym	aborigines						100

LEVEL 2

milk	city	in	tree	animal	himself	between	chin	split	form		25
grunt	stretch	theory	contagious	grieve	toughen	aboard	triumph				33
contemporary	escape	eliminate	tranquility	conspiracy	image	ethics					40
deny	rancid	humiliate	bibliography	unanimous	predatory	alcove					47
scald	mosaic	municipal	decisive	contemptuous	deteriorate	stratagem					54
benign	desolate	protuberance	prevalence	regime	irascible	peculiarity					61
pugilist	enigmatic	predilection	covetousness	soliloquize	longevity	abysmal					68
ingratiating	oligarchy	coercion	vehemence	sepulcher	emaciated	evanescence					75
centrifugal	subtlety	beatify	succinct	regicidal	schism	ebullience					82
misogyny	beneficent	desuetude	egregious	heinous	internecine	synecdoche					89

Exhibit 2

Quarterly Tutoring Report

Tutor: _____   **Learner:** _____

Date of report: From _____ **to** _____

Total hours of instruction: _____   **Tutoring site:** _____

Total hours CAL instruction: _____

Give a brief description of the work that you and your learner have accomplished during this quarter

_____

_____

_____

List the materials that you have used (Print/Software) _____

_____

_____

What was the result of the above work?_____

_____

_____

_____

What do you intend to accomplish in the next quarter? _____

_____

_____

Do you need additional help or materials to accomplish this goal   No   Yes

_____

_____

Reports are due the last week of **September, December, March** and **June**

am: Community   Inmate   Recovery House   Teen Parent   Read Aloud   Perinatal

Exhibit 3

Learner Response
Do you feel that you have progressed this last quarter? Tell us why .

What has helped you the most?

Do you use a tape recorder in your lessons? Y N

Would you like to use tapes and videos in your lessons?   Y N

What kinds of tapes and videos would you like to use?_____

The Reading Program
40 N Milpitas Blvd
Milpitas, CA, 95035
(408) 262 · 1349

Fax in your quarterly report (408) 262-5806

California Adult Learner Progress Evaluation Process (CALPEP)

Dear Tutor,

Every six months, the California State Library requests information on the progress your learner is making. This year, new CALPEP forms are being sent out, hopefully easier to use and fill out. CALPEP *asks learners to assess their own progress* using the following measures:

1. Progress learners make toward achieving their reading and writing goals
2. Changes in learners' literacy habits
3. Improvements in learners' perceptions of their literacy progress
4. The impact that literacy improvement has made on learners' lives

In this way, CALPEP is not "tied" to any particular curriculum, but is truly **learner-centered**. Information about progress in these CALPEP outcome areas is gathered primarily from the form which follows. The Reading Program will send you new CALPEP forms as they are due.

Learner progress is determined by comparing changes over time (6 months, 12 months). For this reason, it is important you be specific about learner goals and provide accurate information on this form about changes in these goals and other CALPEP areas. It is important for you and your learner to keep copies of the completed CALPEP form and review progress during each Semiannual period.

Thank you for taking the time to fill out these forms. Mail them back to The Reading Program office by December 31st. Please call Paula if you have any questions.

Taylor Willingham, Director

Learner Name: _____ Tutor Name: _____

Tutoring Location: _____ Date of report: _____

How many months has the learner been in The Reading Program: _____

Please check one: ❏ Initial Report   ❏ Semiannual Report

The Reading Program
40 N Milpitas Blvd
Milpitas CA 95035
408/262•1349

Non-Profit Orgn.
US POSTAGE
PAID
Milpitas, CA
Permit #188

Return by December 31st, 1993

Exhibit 4

1. Reading Goals

Part A: Setting Reading Goals

Tutor: Ask the learner the following - **What kinds of things would you like to be able to read?**

_____

What would this help you to do?

_____

_____

Purpose: To identify at least one specific reading goal - then use materials related to the goal. If the learner has achieved the goal, determine whether the learner can apply this new knowledge to other situations.

(Only one Reading Goal will be used for CALPEP analysis. Duplicate this page if you wish to set additional goals not to be indicated in the statewide analysis.)

Part B: Determining progress towards reaching Reading goals

Mark ONE box:

a) With regard to the materials selected for the above goal, the learner:

- ❑ Reads very little or not at all. Has problems understanding text
- ❑ Is beginning to understand the selected materials
- ❑ Can understand most of what's read, yet still needs help with certain concepts related to goal
- ❑ Can understand all of the selected material content
- ❑ Can understand all selected material and can apply to other areas

b) With regard to the above goal, the learner:

- ❑ Is just beginning
- ❑ Is continuing to make progress
- ❑ Has achieved goal

c) Total number of months we have been working on this goal: _____

2. Writing Goals

Part A: Setting Writing Goals

Tutor: Ask the learner the following question orally regarding Writing Goals: **What kinds of things would you like to be able to write?**

_____

What would this help you to do?

_____

_____

Purpose: To identify at least one specific writing goal - then use materials related to the goal. If the learner has achieved the goal, determine whether the learner can apply this new knowledge to other situations.

Duplicate this page if you wish to set additional goals.

Part B: Determining progress towards reaching Writing goals

Mark ONE box:

a) With regard to the goal topic, the learner:

- ❑ Writes very little or not at all. Has difficulty communicating ideas in writing
- ❑ Is beginning to write more, communicating ideas in writing
- ❑ Can write well enough to communicate ideas. Needs help expressing some ideas in writing
- ❑ Writes well enough to communicate ideas. Needs little, if any, assistance
- ❑ Writes well enough to communicate ideas in writing and uses these skills in other contexts

b) With regard to the above goal, the learner:

- ❑ Is just beginning
- ❑ Is continuing to make progress
- ❑ Has achieved goal

c) Total number of months we have been working on this goal: _____

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3. Reading Practices

Tutor: Show the learner the list of reading material and ask the following 3 questions:
"Which of these materials do you read, in addition to those you read for this program?"
"How often do you read each per week?"
"How difficult is it for you to read each one?"
Mark the appropriate boxes. Remember, learners can say that they don't read the material because they are not interested in reading it. Also, the learner can add other materials that are not on the list.
Ask **"Have we left anything out?"**

Which do you read?		How often per week					How difficult		
	N/A	0	1-2	3-4	5-6	7	Easy	Little hard	Very hard
Reading books to children	○	☐	☐	☐	☐	☐	☐	☐	☐
Labels/Instructions	○	☐	☐	☐	☐	☐	☐	☐	☐
Street names/traffic signs	○	☐	☐	☐	☐	☐	☐	☐	☐
Bank ATMs, etc	○	☐	☐	☐	☐	☐	☐	☐	☐
Mail/bills/letters	○	☐	☐	☐	☐	☐	☐	☐	☐
Notes from school	○	☐	☐	☐	☐	☐	☐	☐	☐
Religious material	○	☐	☐	☐	☐	☐	☐	☐	☐
Comics	○	☐	☐	☐	☐	☐	☐	☐	☐
Newspapers	○	☐	☐	☐	☐	☐	☐	☐	☐
Work materials	○	☐	☐	☐	☐	☐	☐	☐	☐
Books	○	☐	☐	☐	☐	☐	☐	☐	☐
Menus	○	☐	☐	☐	☐	☐	☐	☐	☐
Magazines	○	☐	☐	☐	☐	☐	☐	☐	☐
Other: _____	○	☐	☐	☐	☐	☐	☐	☐	☐

4. Writing Practices

Tutor: Show the learner the list of writing material and ask the following 3 questions:
   "**Here is a list of some materials that adults write from time to time. Which of these materials do you write, in addition to those you write for this program?**"
   "**How often do you write each per week?**"
   "**How difficult is it for you to write each one?**"
Mark the appropriate boxes. Remember, learners can say that they don't write the material because they are not interested in writing it. Also, the learner can add other materials that are not on the list.
Ask "**Have we left out anything you write?**"

Which do you write?	How often per week						How difficult		
	N/A	0	1-2	3-4	5-6	7	Easy	Little hard	Very hard
Checks	○	□	□	□	□	□	□	□	□
Reports	○	□	□	□	□	□	□	□	□
Recipes	○	□	□	□	□	□	□	□	□
Notes/Memos	○	□	□	□	□	□	□	□	□
Greeting Cards	○	□	□	□	□	□	□	□	□
Lettersl	○	□	□	□	□	□	□	□	□
Work Orders	○	□	□	□	□	□	□	□	□
Articles	○	□	□	□	□	□	□	□	□
Stories/Poems	○	□	□	□	□	□	□	□	□
Forms/Applications	○	□	□	□	□	□	□	□	□
Crossword Puzzles	○	□	□	□	□	□	□	□	□
Other: _____	○	□	□	□	□	□	□	□	□

5. Overall Reading Habits

We want to know how much time learners spend reading when s/he is not being tutored (Based on a typical week)

Tutor: **"About how much time do you usually spend reading? This includes the materials you read at home, work, in your community, and during your leisure time. Would you say you read . . ."** Mark ONE box.

- ☐ Not at all
- ☐ About an hour a week
- ☐ Four or more hours a week
- ☐ A few minutes a week
- ☐ Two to three hours a week

6. Overall Writing Habits

We want to know how much time learners spend writing when s/he is not being tutored. (Based on a typical week)

Tutor: **"About how much time do you usually spend writing? This includes the writing you do at home, work, in your community, and during your leisure time. Would you say that you usually write . . ."** Mark ONE box.

- ☐ Not at all
- ☐ About an hour a week
- ☐ Four or more hours a week
- ☐ A few minutes a week
- ☐ Two to three hours a week

7. Reading with Children

We want to know if learners spend time reading with his/her children.

Tutor: Begin by saying: **"If you have any children under 6 living with you now, how often di you read to or with them?"**. Mark ONE box.

- ☐ Every day
- ☐ About once a week
- ☐ Almost never
- ☐ A few times a week
- ☐ About once or twice a month
- ☐ Learner has no children under 6 in the household

8. Library Use

Increased library usage is one goal of the CLC. As learners become more familiar with the library setting and improve their literacy skills, they might begin to use the services of the library more often.

Tutor: **"Aside from the tutoring sessions, how often do you use the services of a library? Would you say . ."**. Mark ONE box.

- ☐ Daily
- ☐ Monthly
- ☐ Never
- ☐ Weekly
- ☐ Once or twice a year

9. Learner's Perception of Reading Progress

Also important is an increase in self-esteem and self-confidence as learners begin to improve their literacy skills.

Tutor: "**Which of the following phrases best describes your feelings about reading?**" Mark ONE box.

❑ I am just starting to learn to read
❑ I can read some things, but I need to improve my reading
❑ I can read most of what I need to read, but I have trouble understanding
❑ I can read what I **need** to read, but would like to be able to read other materials
❑ I can read in all of the areas that I want and need to read

10. Learner's Perception of Writing Progress

Similarly, we ask about learner's perceptions of their writing progress .

Tutor: "**Which of the following phrases best describes your feelings about writing?**" Mark ONE box.

❑ I am just starting to learn to write
❑ I can write some things, but I need to improve my writing
❑ I can write most of what I need to write, but I have trouble spelling
❑ I can read what I **need** to write, but would like to be able to write in other areas
❑ I can write in all of the areas that I want and need to write

11. Impact of Literacy Program on Learner's Life

The literacy program can positively affect learners in many ways. CALPEP is interested in how The Reading Program has helped learners in their jobs or in their daily lives. Tutor: Begin by saying: "**Has being in this program the past six months . .**

helped you find a job ❑ Yes ❑ No Explain:_____

_____

helped you in your work ❑ Yes ❑ No _____

_____

helped you in your personal life ❑ Yes ❑ No _____

_____

12. Additional Comments _____

_____

CAL Project Phone Survey

PLACE LABEL HERE

1. Have you had a computer orientation?

❑ Yes

•When was your computer orientation?

_____

•At which library?
- ❑ Alum Rock ❑ Mountain View
- ❑ Campbell ❑ Santa Clara (Mission)
- ❑ Gilroy ❑ Sunnyvale
- ❑ Milpitas

•How would you rate the computer orientation?
- ❑ Very helpful
- ❑ Somewhat helpful
- ❑ Not helpful

•What types of additional trainings or workshops would you like to see offered?

Go to back of page.

❑ No

•Why? (check all boxes that apply)
- ❑ Did not know about CAL computers
- ❑ Tutor not interested
- ❑ Do not have time/conflicts with work
- ❑ Don't know how to use thecomputer
- ❑ Not comfortable around computers
- ❑ Too difficult to get to library
- ❑ Other _____

_____

•Would you like a computer orientation?
- ❑ No
- ❑ Yes
  --At which library?
  - ❑ Alum Rock ❑ Mountain View
  - ❑ Campbell ❑ Santa Clara (Mission)
  - ❑ Gilroy ❑ Sunnyvale
  - ❑ Milpitas

We'll call you in January to schedule an orientation.

Thank you, and please mail back this survey.

Exhibit 5

2. Are you still using the computer?

☐ Yes

•How often do you use the computer workstation?
   ☐ Twice a week   ☐ Once a week
   ☐ Once a month   ☐ Other _____

•How long is an average session on the computer?
   ☐ 1/2 hour   ☐ 1 hour
   ☐ 2 hours   ☐ Other _____

•Total hrs computer use last year: _____

Ease of Use/Software:

•How would you describe the software?
   ☐ Easy to use   ☐ A bit confusing
   ☐ Frustrating

•Do you use the computer:
   ☐ By yourself   ☐ With tutor
   ☐ Both

•Is the location of the computer suitable?
   ☐ Yes   ☐ No

•Do you fill out the computer log sheet?
   ☐ Yes   ☐ No

Rate Programs Used:

BEST	GOOD	POOR	
☐	☐	☐	Alphabet Adventures
☐	☐	☐	ClarisWorks
☐	☐	☐	Consonants One
☐	☐	☐	Consonants Two
☐	☐	☐	Vowels
☐	☐	☐	Hot Dog Stand
☐	☐	☐	In The Print Shop
☐	☐	☐	MacESL
☐	☐	☐	MacPaint
☐	☐	☐	Money
☐	☐	☐	Mouse Practice
☐	☐	☐	Perfect Copy
☐	☐	☐	Reading Maze
☐	☐	☐	Resume Maker
☐	☐	☐	Spell It Plus

☐ No

•Before you stopped using the computer workstation:
   How many months did you use it?
   How many hours per week (average)?

•What are some of the reason you stopped? (check all boxes that apply)
   ☐ Lost interest
   ☐ Too difficult to get to library
   ☐ Do not have time/conflicts with work schedule
   ☐ Not comfortable around computers
   ☐ Do not know how to use the computer
   ☐ Tutor not interested
   ☐ Other

•Would you like another computer orientation?
   ☐ No
   ☐ Yes
   --At which library?
   ☐ Alum Rock   ☐ Mountain View
   ☐ Campbell   ☐ Santa Clara (Mission)
   ☐ Gilroy   ☐ Sunnyvale
   ☐ Milpitas

We'll call you in January to schedule an orientation.

Thank you, and please mail back this survey.

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3. General comments by CAL computer users.

•Has the CAL Quick Reference Guide been helpful?   ❑ Yes   ❑ No

•Using the computer has improved my :
❑ Reading   ❑ Writing   ❑ Math
❑ Job Skills (typing)   ❑ Life Skills (resume)   ❑ Other _____

•What other kinds of software programs would you like to have available on the computer?

_____

_____

•What is the best part about using the computer?
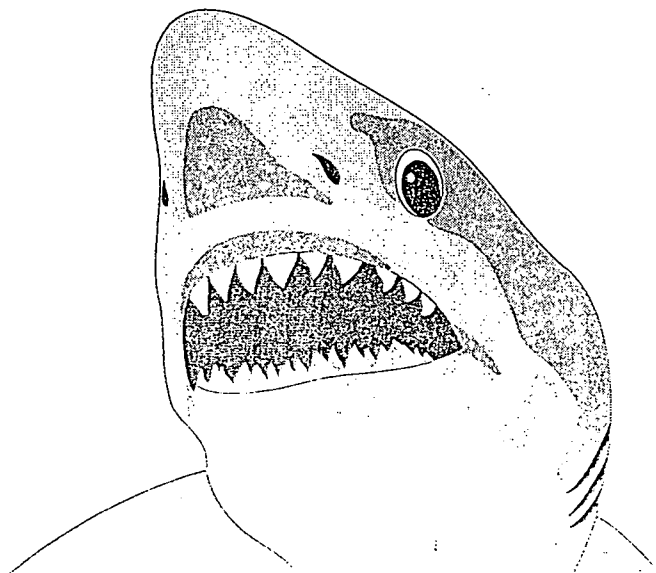
_____

_____

•What changes would you suggest to improve the computer project?

_____

_____

•Is the CAL Project staff responsive to your needs?   ❑ Yes   ❑ No

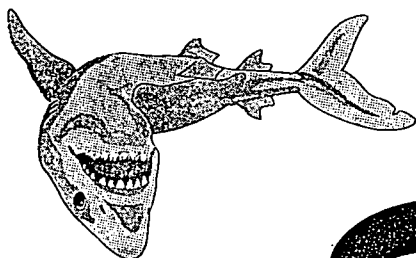•Any additional suggestions?

_____

_____

_____

Thank you, and please mail back this survey.

CAL Project Computer Survey

Dear Tutor,
The CAL Project is still learning how to best utilize the computers within one-on-one tutoring. With your feedback, we can better serve you and your learner. Feel free to write as much as you like. Send back your survey to:

The Reading Program - CAL Survey
40 N. Milpitas Blvd
Milpitas, CA 95035
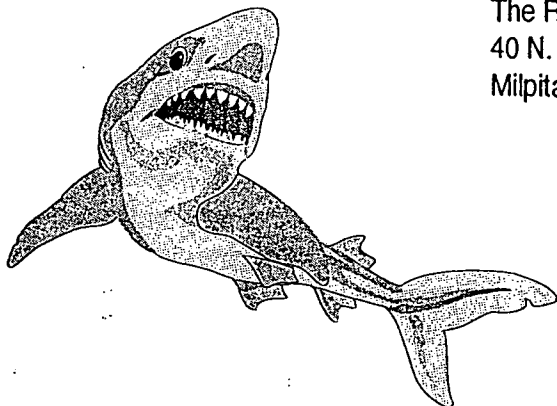
As an extra incentive, all surveys postmarked by December 14, 1993 will be eligible for a Grand Prize Drawing for two tickets to a **San Jose Sharks** home game. Even if you do not use the workstations, you can still return the survey for a chance to win.

1. Have you had a computer orientation?

☐ Yes

When was your computer orientation? _____

At which library?
☐ Alum Rock   ☐ Mountain View
☐ Campbell   ☐ Santa Clara (Mission)
☐ Gilroy   ☐ Sunnyvale
☐ Milpitas

How would you rate the computer orientation?
☐ Very helpful
☐ Somewhat helpful
☐ Not helpful

What types of additional trainings or workshops would you like to see offered?

_____
_____
_____
_____

Please go to back of page.

☐ No

Why? (check all boxes that apply)
☐ Did not know about CAL computers
☐ Learner not interested
☐ Do not have time/conflicts with work schedule
☐ Do not know how to use the computer
   with my learner
☐ Not comfortable around computers
☐ Too difficult to get to library
☐ Other

_____
_____
_____

Would you like a computer orientation?
☐ No
☐ Yes
   At which library?
   ☐ Alum Rock   ☐ Mountain View
   ☐ Campbell   ☐ Santa Clara (Mission)
   ☐ Gilroy   ☐ Sunnyvale
   ☐ Milpitas

We'll call you in Jan. to schedule an orientation.

Thank you, and please mail back this survey.

Exhibit 6

2. Are you still using the computer?

☐ Yes,

How often do you use the computer workstation?
☐ Twice a week   ☐ Once a week
☐ Once a month   ☐ Other _____

How long is an average session on the computer?
☐ 1/2 hour   ☐ 1 hour
☐ 2 hours   ☐ Other _____

Total hours you've used the computer in the last year: _____

Ease of Use/Software:

How would you describe the software you've used?
☐ Easy to use   ☐ Sometimes confusing
☐ Frustrating

How would you rate the overall software curriculum?
☐ Very helpful   ☐ Somewhat helpful
☐ Not helpful

Has the CAL Quick Reference Guide been useful?
☐ Yes   ☐ No

Please check each programs you've used.
Of the programs you've used, rank them in order of usefulness - (1 = most helpful; 10 = least helpful).

☐ Alphabet Adventures _____
☐ ClarisWorks _____
☐ Consonants One _____
☐ Consonants Two _____
☐ Hot Dog Stand _____
☐ In The Print Shop _____
☐ MacESL _____
☐ MacPaint _____
☐ Money _____
☐ Mouse Practice _____
☐ Number Maze _____
☐ Perfect Copy _____
☐ Reading Maze _____
☐ Resume Maker _____
☐ Spell It Plus _____
☐ Vowels _____

☐ No,

Before you stopped using the computer workstation:
How many months did you use it? _____
How many hours per week (average)? _____

Why did you stop?
(check all boxes that apply)
☐ Lost interest
☐ Too difficult to get to library
☐ Do not have time/conflicts with work schedule
☐ Not comfortable around computers
☐ Do not know how to use the computer
   with my learner
☐ Learner not interested
☐ Other

Would you like another computer orientation?
☐ No
☐ Yes
   At which library?
   ☐ Alum Rock   ☐ Mountain View
   ☐ Campbell   ☐ Santa Clara (Mission)
   ☐ Gilroy   ☐ Sunnyvale
   ☐ Milpitas

We'll call you in Jan. to schedule an orientation.

Thank you, and please mail back this survey.

Please go to the next page.

Check each word that tells how you feel about your experience using the computer with your learner.

- ☐ interesting
- ☐ exciting
- ☐ informative
- ☐ worthless

- ☐ fun
- ☐ difficult
- ☐ stimulating
- ☐ important

- ☐ dull
- ☐ boring
- ☐ practical

- ☐ frustrating
- ☐ useful
- ☐ unpleasant

I feel that the programs have helped my learner with:

- ☐ Reading
- ☐ Life Skills (resume)

- ☐ Writing
- ☐ Other _____

- ☐ Math

- ☐ Job Skills (typing)

What other kinds of software programs would you like to have on the computer?

_____

What is the best part about using the computer?

_____

What changes would you suggest to improve the computer project?

_____

Is the CAL Project staff responsive to your needs?   ☐ Yes   ☐ No

Any additional suggestions.

_____

_____

_____

Thank you, and please mail back this survey.

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CAL Project Computer Survey, Part I

The aim of this survey is to increase the effectiveness of the Reading Program's Computer-Aided Literacy Project. Thank you for taking the time to complete this survey. We hope that you enjoy using the CAL Project computer workstation.

NAME _____

Have you ever used a computer before? ❑ Yes   ❑ No

   What type of computer?   ❑ Apple   ❑ IBM   ❑ Other _____

  If you have never used a computer before:

   What are some of the reasons? (check any boxes that apply)

     ❑ No computer was available   ❑ Did not have time
     ❑ Not interested   ❑ Not comfortable around computers

     ❑ Other _____

Are you interested in learning more about computers?   ❑ Yes   ❑ No

Do you think that learning on the computer might be fun?   ❑ Yes   ❑ No

Do you feel that it is difficult to use a computer?   ❑ Yes   ❑ No

How important are computer skills in today's job market?

    ❑ Very important ❑ Somewhat important ❑ Not important

Would learning how to use computers give you more confidence?
        ❑ Yes   ❑ No

Do you think the computer could help to improve your:

    ❑ Reading ❑ Writing ❑ Spelling ❑ Math

    ❑ Other _____

I would like to learn to use the computer because: _____

Exhibit 7

CAL Project Computer Survey, Part II

This part of the survey should be completed immediately after your orientation. You do not need to write your name on this sheet, as this part of the survey is anonymous. After you are finished, place the survey in the manila folder and return it to the CAL Project representative.

Do you feel more confident about using the computer now? ❑ Yes ❑ No

Will you be able to use the computer on your own, next time? ❑ Yes ❑ No

Can the computer help you to accomplish your goals? ❑ Yes ❑ No

Will you be able to use the computer in the lessons
    with your tutor/learner? ❑ Yes ❑ No

Do you feel that the CAL representative understood your concerns
    about using the computer? ❑ Yes ❑ No

The orientation was:
        ❑ Too long   ❑ Too short   ❑ Just about right

The material covered was:
        ❑ Difficult   ❑ Appropriate   ❑ Easy

The pace or speed of the orientation was:
        ❑ Too slow   ❑ Good pace   ❑ Too fast

Overall, was the computer orientation worthwhile? ❑ Yes ❑ No

    Why? _____

Do you know how to schedule time on the computer? ❑ Yes ❑ No

    Do you have the phone number of the library? ❑ Yes ❑ No

Do you feel comfortable calling The Reading Program
    with questions or problems? ❑ Yes ❑ No

Is The Reading Program staff responsive to your needs? ❑ Yes ❑ No

About how often do you plan to use the computer workstation?
        ❑ Twice a week   ❑ Once a week   ❑ Once a month

    ❑ Other _____

Thank you for taking the time to complete this survey. It helps us to provide the best Computer-Aided Literacy services possible. The CAL Project welcomes any additional comments that you may have. (Feel free to use the back of this sheet.)

The Reading Program
CAL Project

CCC Tool Guide
Follow-up Assessment

Name _____

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Exhibit 8

50

51

53
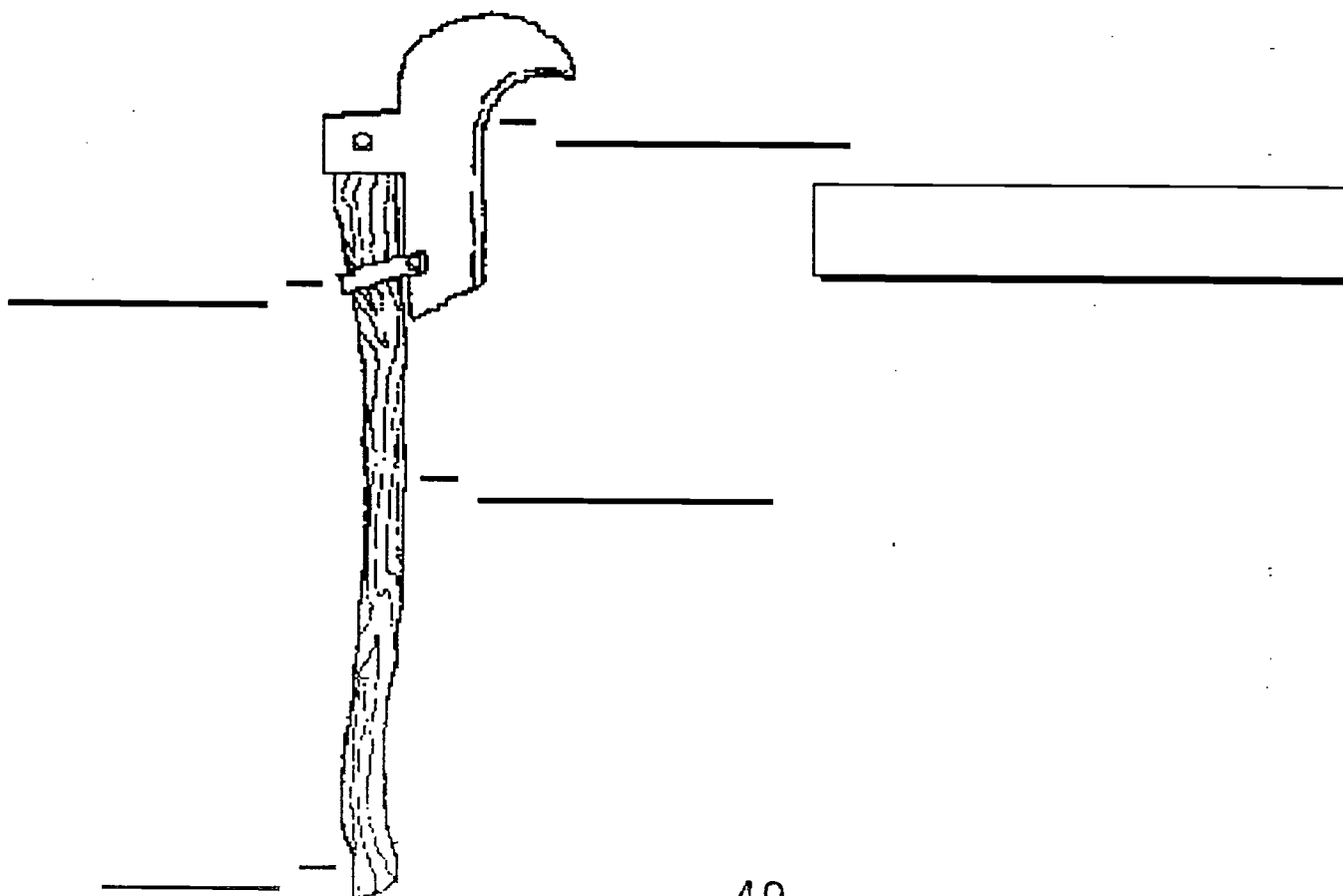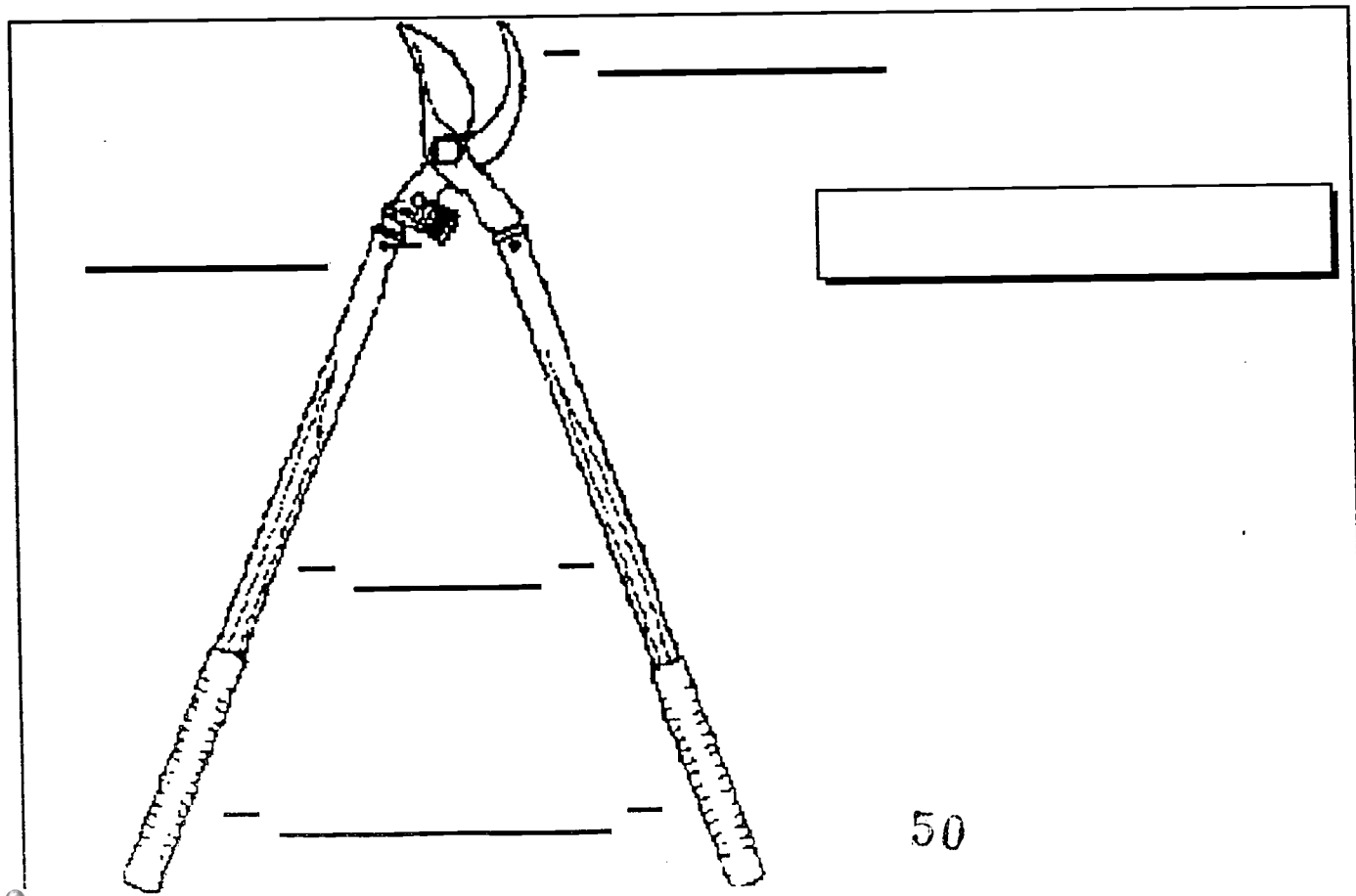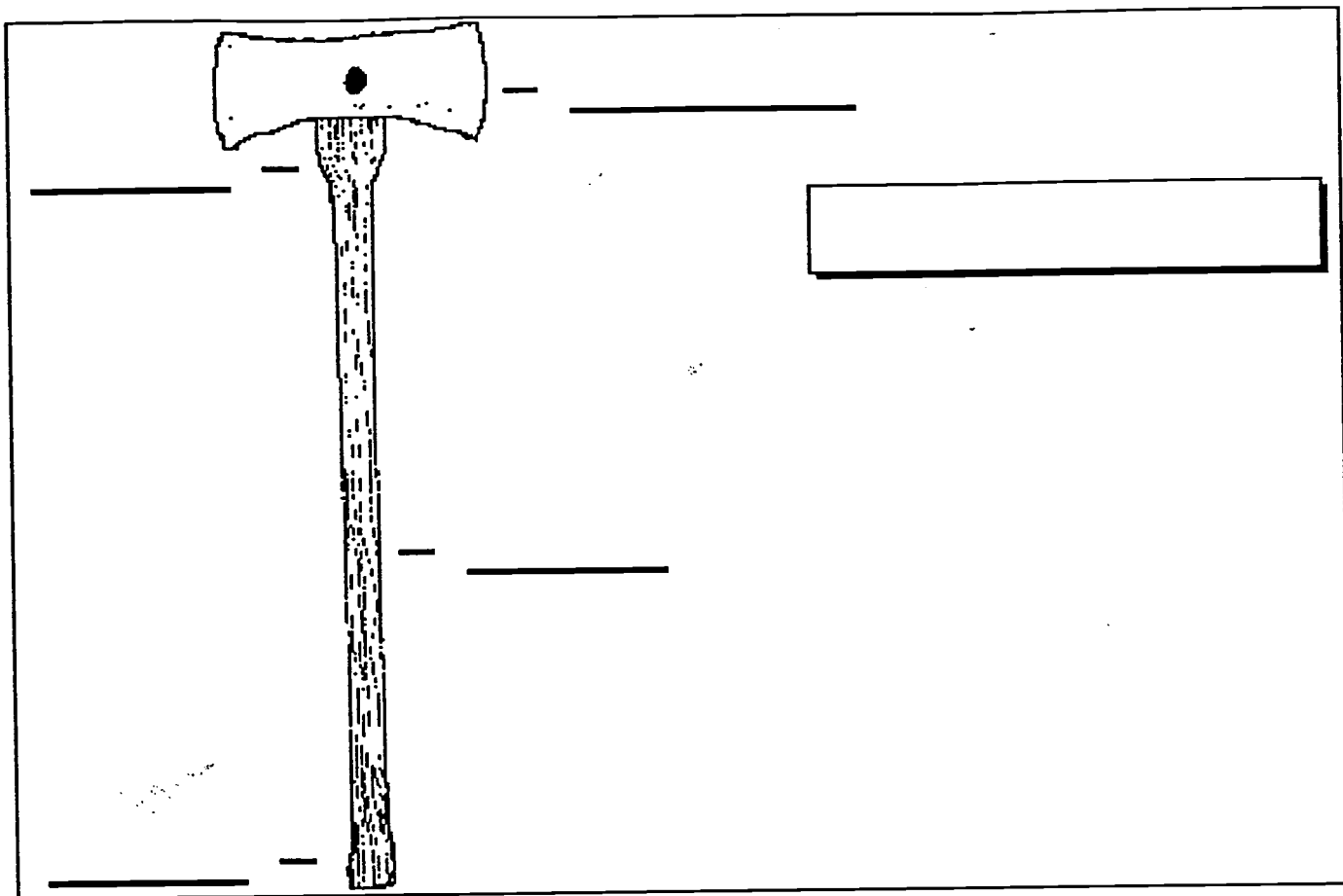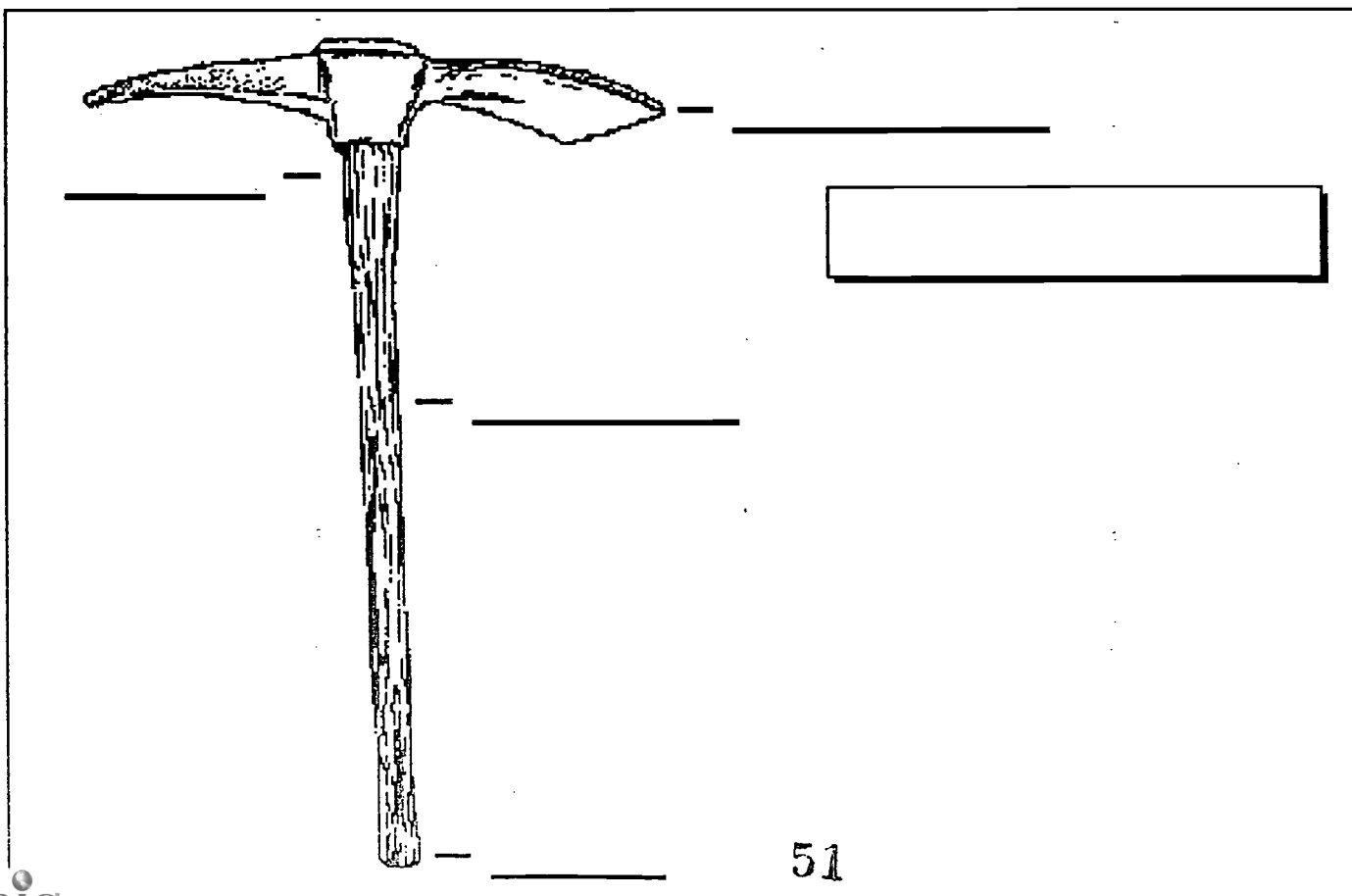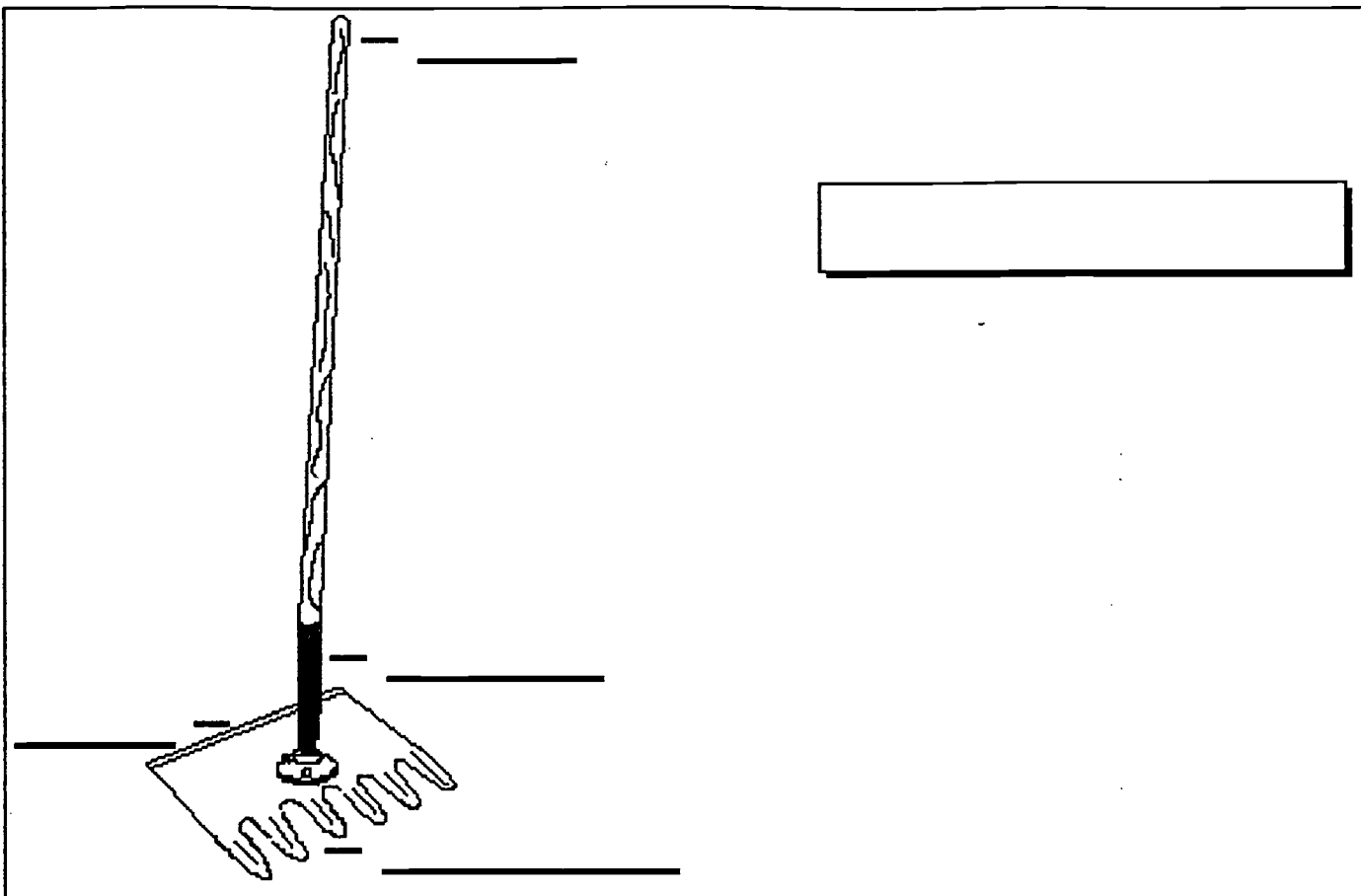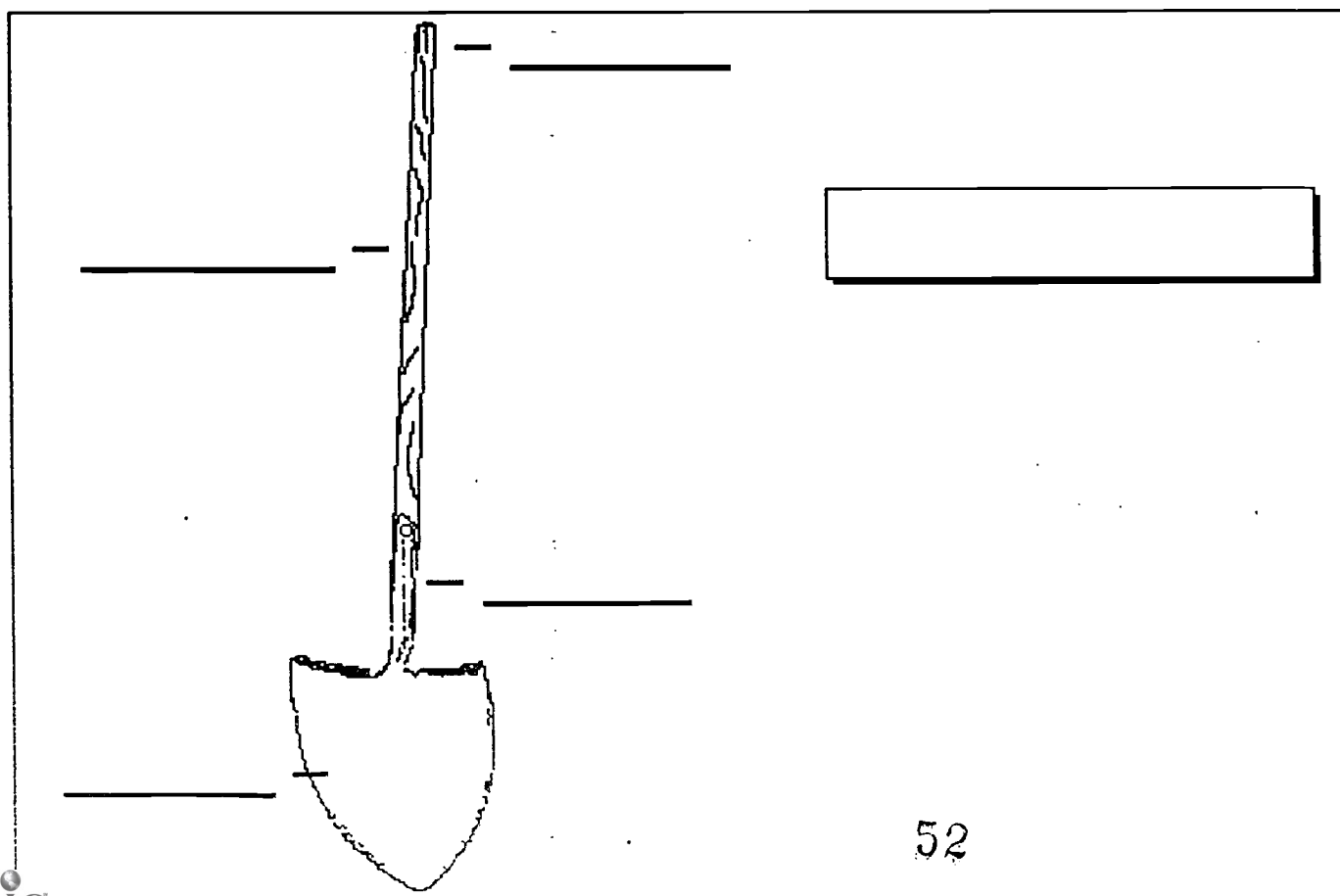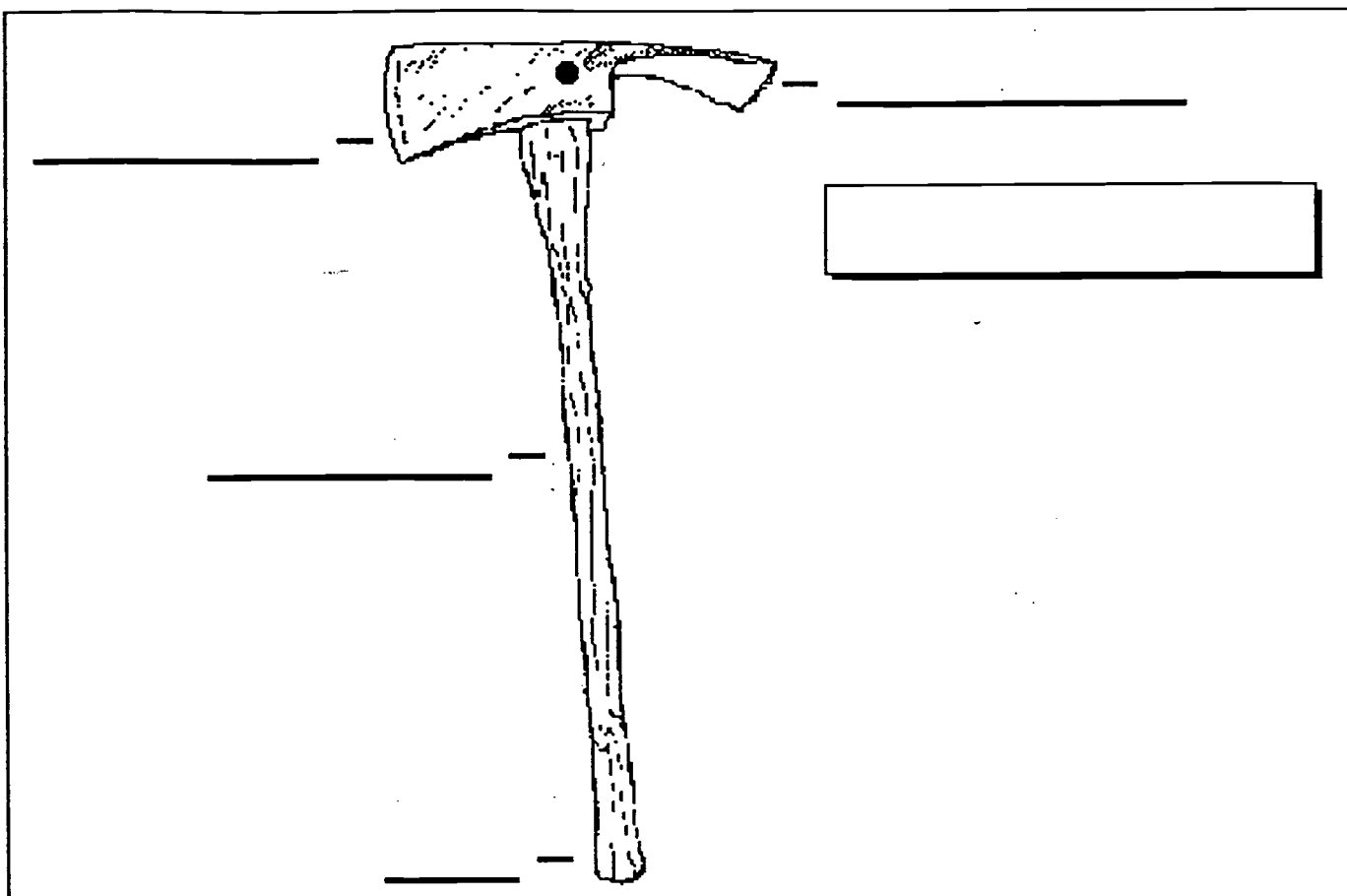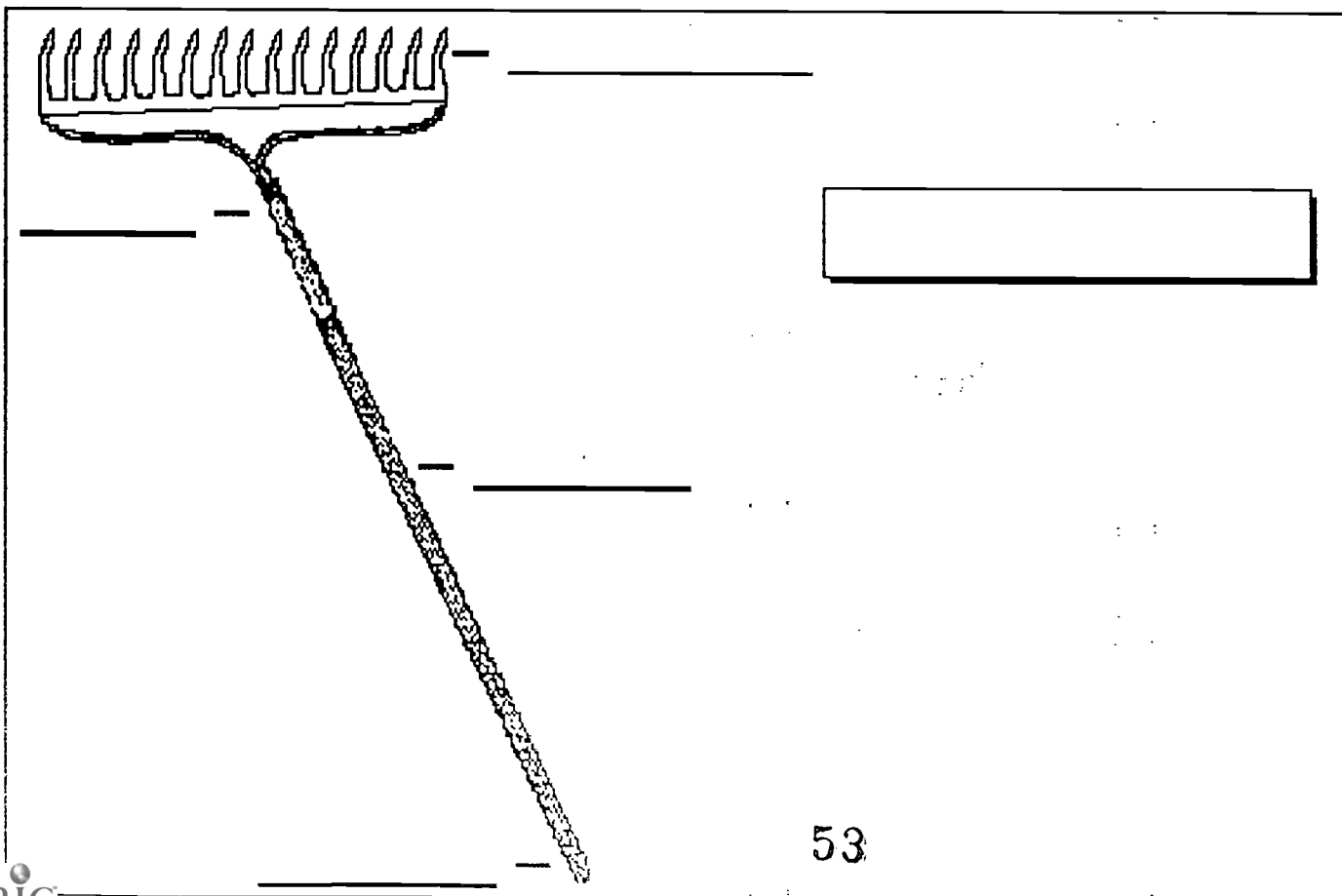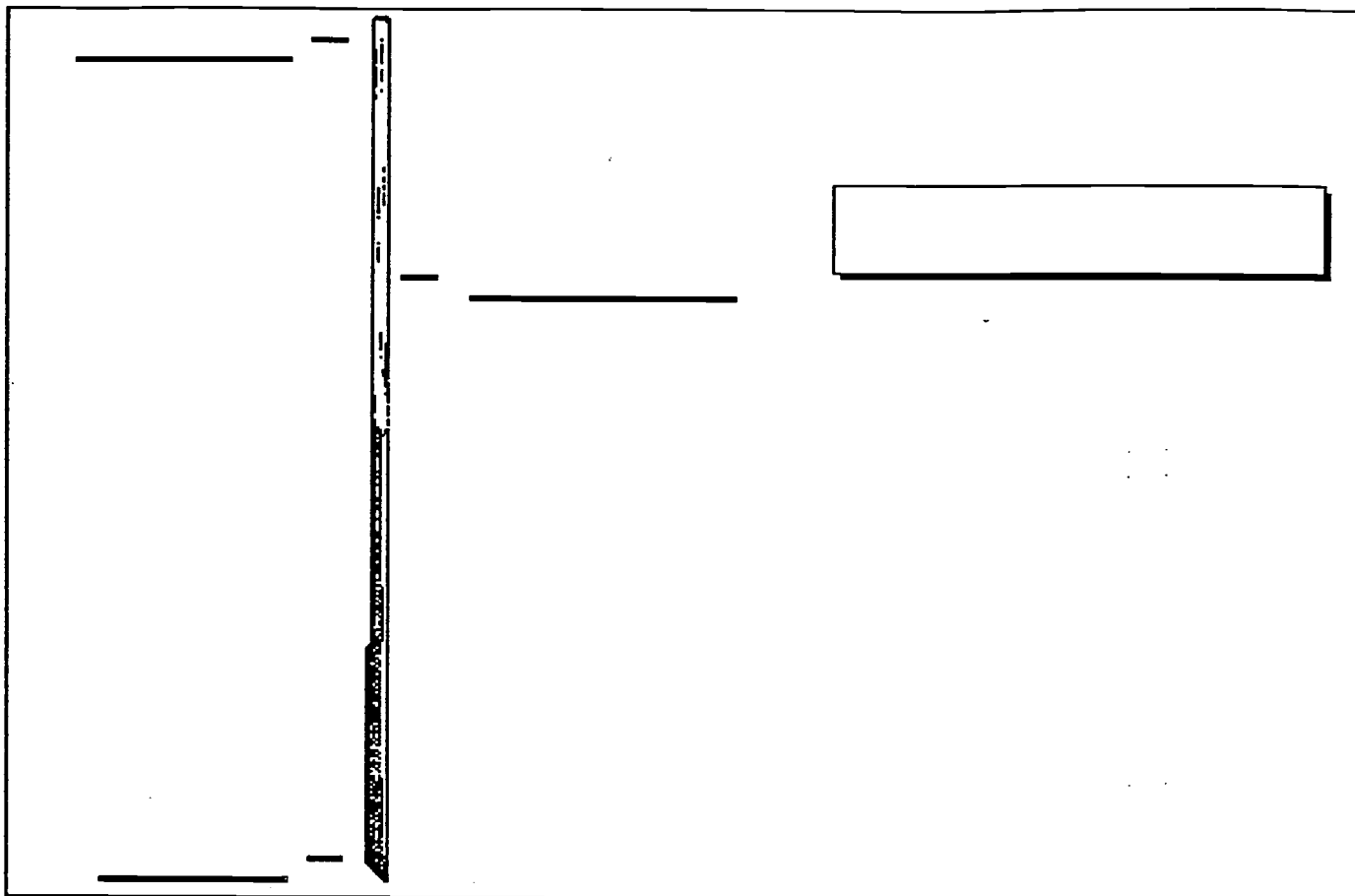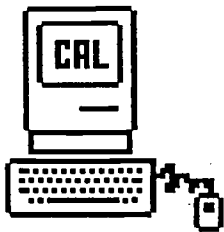
Comments on the Tool Guide:

BEST COPY AVAILABLE

The Reading Program
CAL Project
40 N Milpitas Blvd • Milpitas, California, 95035
(408) 262-1349 • (408) 262-5806 FAX
A Santa Clara County Library Program

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Scheduling

The CAL Key and the CAL Appointment Book are located at the Reference Desk.
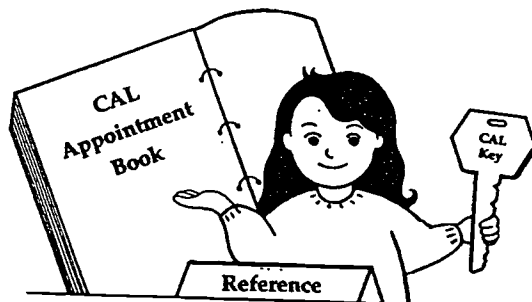
Turn On Computer

Turn on the switch on the power strip
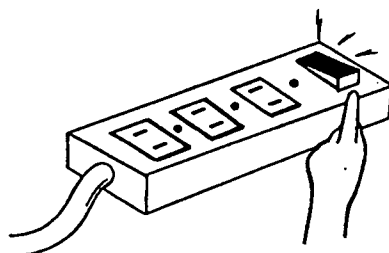
Start Programs

Move the arrow onto one of the squares and click.

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Exhibit 9

Quit Programs

Click on the letter "Q" when using Consonants 1 or 2,
Vowels, Graffiti One, or In the Print Shop.

Q

or

Pull down the "FILE" Menu and
select "QUIT", which is at the bottom of this menu.

File	
New...	⌘N
Open...	⌘O
Insert...	
Close	⌘W
Save	⌘S
Save As...	⇧⌘S
Macros	▶
Mail Merge...	⇧⌘M
Page Setup...	
Print...	⌘P
Quit	**⌘Q**
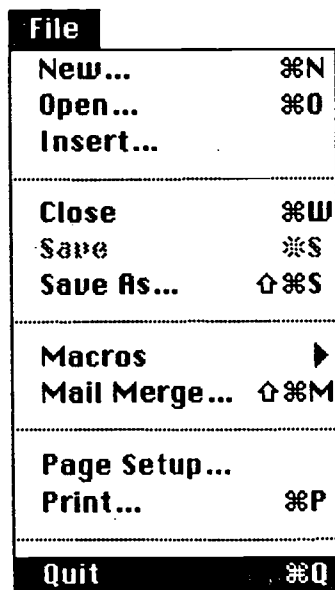
Shut Down

Pull down the "SPECIAL" Menu and choose "SHUT DOWN",

which is at the bottom of this menu.

Special
Restart
Shut Down
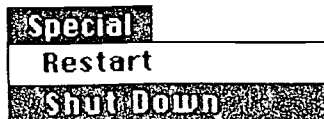
DON'T FORGET TO FILL IN THE LOG SHEET!

The Reading Program
Santa Clara County Library

40 N Milpitas Blvd
Milpitas, California, 95035
(408) 262-1349
(408) 262-5806 FAX

42 Martin St
Gilroy, California, 95020
(408) 848-5366
(408) 842-0489 FAX
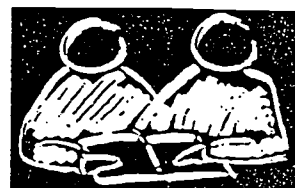
CAL PROJECT 1992-93

Items to Consider for the Establishment of the Computer Workstation

Staff:
- Who will be the acting liaison?
- Who will be doing the training for learners?
- Who will be allowed to use the computer? When will they be allowed to use the computer?
- Who will report the amount of hours the computer is being used?
- Who will be responsible for simple computer maintenance?

Security:
- Will you need a lockable workstation?
  - If yes, who will be responsible for giving out the key?
- How secure should the computer and printer be in the workstation?
- Will a password be required for using the computer?
- Is this computer insured under your policy?

Location - Items that should be reviewed before final decision on location:
- Size - enough room for 2 individuals
- Privacy from the public
- Noise level of the computer and the public
- Handicap accessibility
- Air Circulation
- Light - glare from the window

Supplies:
- Who will order your supplies?
- Where will the supplies be stored?

Exhibit 10

Software Developed by the
# CAL Project

Alphabet Adventures

Alphabet Adventures combines text, pictures, and digitally recorded audio in this basic level literacy program. The alphabet is broken down into five modules, providing the learner with "closure" in a single session. The program also includes exercises, including an opportunity to transfer skills to alphabetizing words.

CAL Personal Budget with ClarisWorks™

The *CAL Personal Budget* program was inspired by a request from the CAL project liaison at the California Conservation Corps. In this program, learners plan their personal budget for the month and then compare it with their actual expenses. The program offers a "template" approach with standard categories of expense. It also generates a color pie chart, for a striking graphic representation of spending patterns.

California Conservation Corps Tool Stack

The *CCC Tool Stack* was designed to teach ESL students of the California Conservation Corps about the various tools that they use in their work as corps members. This program features text, scanned images, and digitally recorded audio. It is highly interactive and can be used by learners at several literacy levels, including accent reduction.

How to Grow a Computer-Aided Literacy Program

How to Grow a Computer-Aided Literacy Program was the title of the CAL Project's highly acclaimed presentation at the 1993 California Literacy state conference. This program is an example of an interactive multimedia presentation. A highlight was the photographs of learners and tutors and accompanying digitally recorded "sound bites", that brought the presentation to life.

Guess

Guess is a highly flexible multiple choice authoring environment. The CAL Project has used this program with dyslexic and basic level literacy learners. It can be used with anything from single letters to phrases, picture matching or fractions. This program features sound and graphics and has detailed student record keeping capability.

Word Patterns

Word Patterns features four activities that give learners an opportunity to see and hear a word pattern such as "-in," and then build words with this pattern. A "Concentration" style game rounds out this versatile program.

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Exhibit 11

Alphabet Adventures

Alphabet Adventures combines text, pictures, and digitally recorded audio in this basic level literacy program.
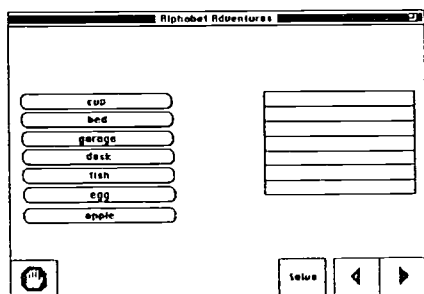
The alphabet is broken down into five modules, providing the learner with "closure" in a single session.
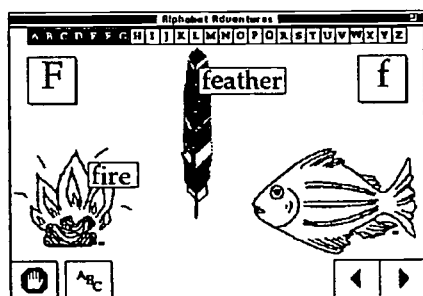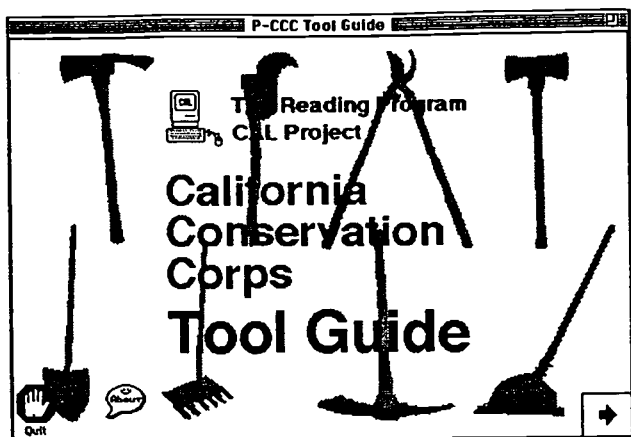
On this screen, the user can click on the letter or any of the pictures to have it spoken.
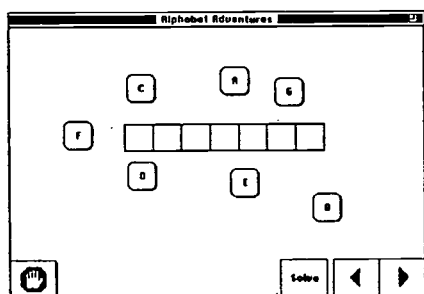
After completing each section, the user can try to put the letters in alphabetical order or click on the "Solve" button to see the computer put them in order.
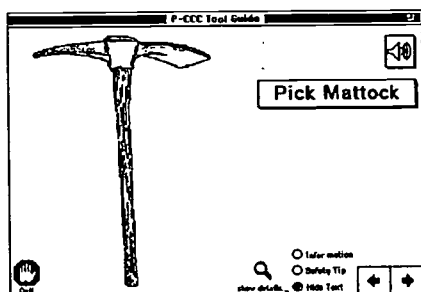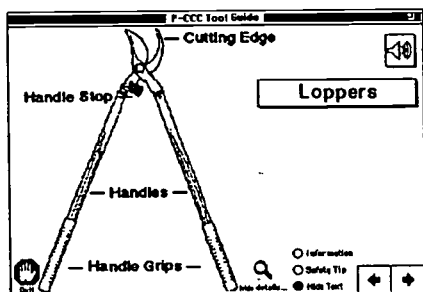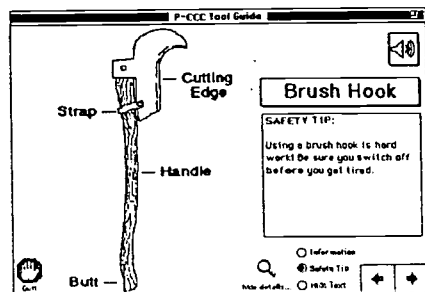
The program also includes an exercise to transfer skills to alphabetizing words.

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CCC Tool Guide

The *CCC Tool Guide* was designed to teach ESL students of the California Conservation Corps about the various tools that they use in their work as corps members.

This program features text, scanned images, and digitally recorded audio.

It is highly interactive and can be used by learners at several literacy levels. Here, the tools are shown with details labeled.
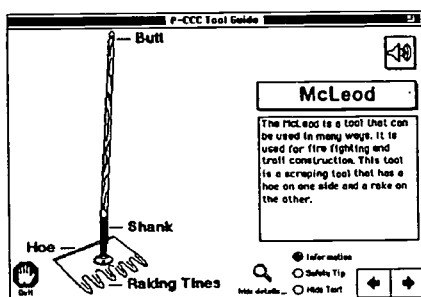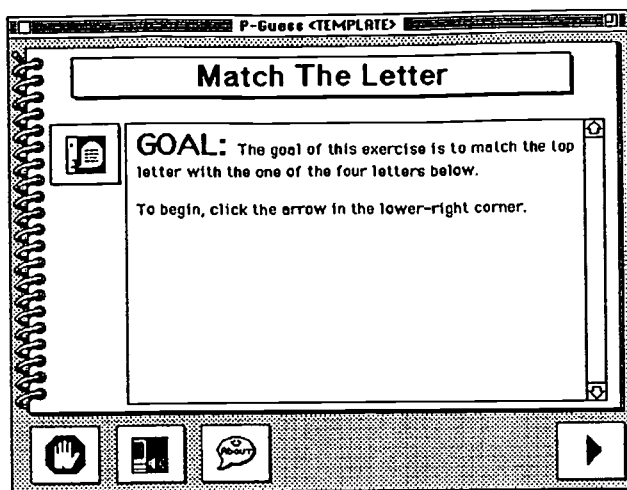
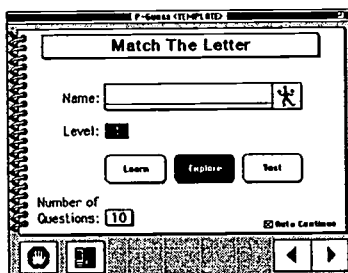In this mode, the user is presented with information on what the tool is used for.

A safety tip is also available for each tool.

BEST COPY AVAILABLE

Guess

Match The Letter

GOAL: The goal of this exercise is to match the top letter with the one of the four letters below.

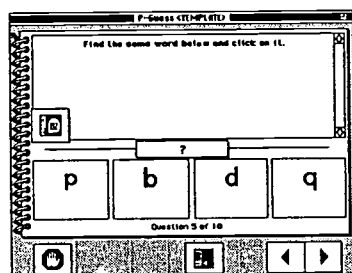To begin, click the arrow in the lower-right corner.

Guess is a highly flexible multiple choice authoring environment. The CAL Project has used this program with dyslexic and basic level literacy learners.
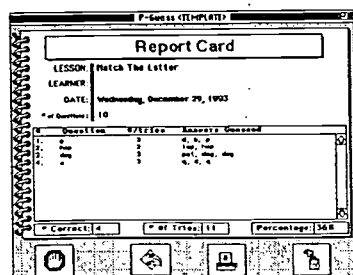
Match The Letter

Name:

Level:

Learn   Explore   Test

Number of Questions: 10

This program features both sound and graphics.
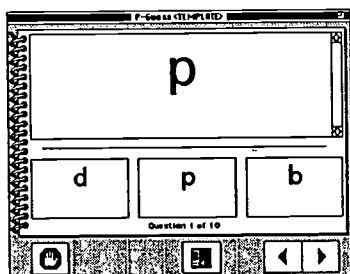
p

d   p   b

Question 1 of 10

It can be used with anything from single letters to phrases, picture matching or fractions.

Find the same word below and click on it.

?

p   b   d   q

Question 5 of 10

The number of choices can be adjusted for each question.

Report Card

LESSON: Match The Letter
LEARNER:
DATE: Wednesday, December 29, 1993
# of Questions: 10

Correct: 4   # of Tries: 11   Percentage: 36%

This program also features detailed student record-keeping capability.

BEST COPY AVAILABLE
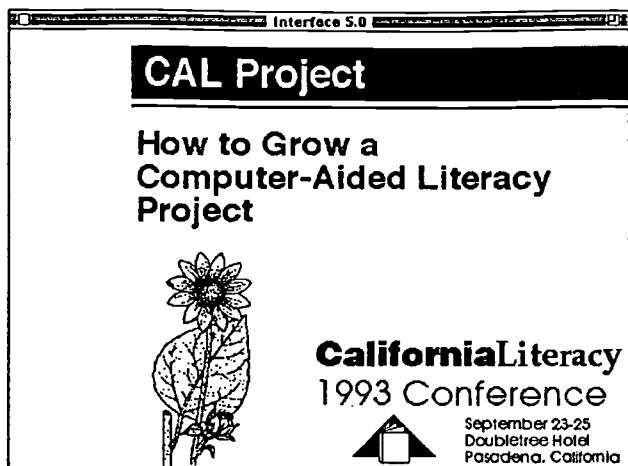
How to Grow a CAL Project
● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

CAL Project

How to Grow a Computer-Aided Literacy Project

CaliforniaLiteracy
1993 Conference
September 23-25
Doubletree Hotel
Pasadena, California

How to Grow a Computer-Aided Literacy Project was the title of the CAL Project's highly acclaimed presentation at the 1993 California Literacy state conference. A highlight was the photographs of learners and tutors and accompanying digitally recorded "sound bites," that brought the presentation to life.
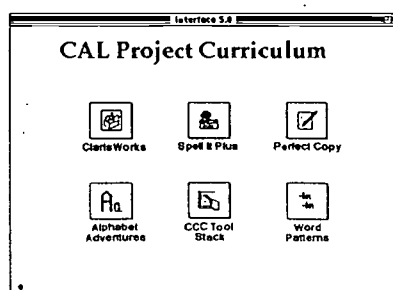
AGENDA

Background
Software
Hardware
Training
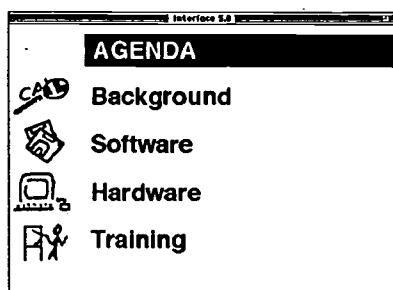
Topics included CAL Project Background, Softare, Hardware, Training...
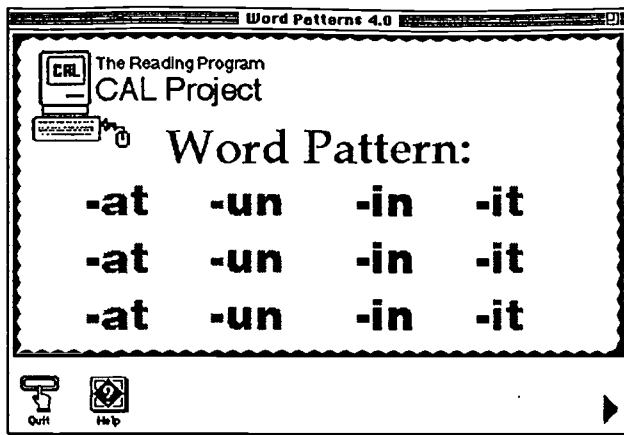
AGENDA

Volunteers
Follow-up
Open Door
Summary
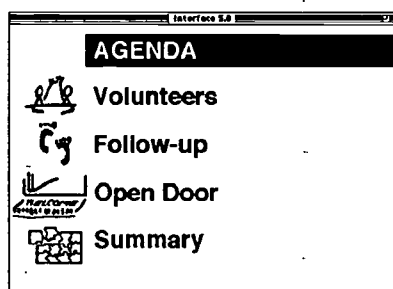
...Volunteers, Follow-up, Open Door, and a Summary. This program is an example of an interactive multimedia presentation.

Volunteers

Volunteer Programmers

· Human relations aspects
· Managing product development
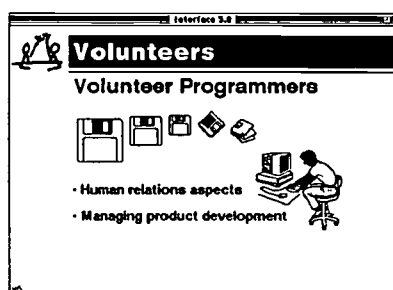
Clicking on a topic icon, takes the viewer directly to that section. The ability to present information in such a non-linear fashion is one of the most exciting aspects of this approach.

CAL Project Curriculum

ClarisWorks   Spell It Plus   Perfect Copy

Alphabet   CCC Tool   Word
Adventures   Stack   Patterns

The presentation program can also be linked to other CAL Project software. This feature makes it posssible to smoothly integrate software demonstrations into the basic presention.

Word Patterns

Word Patterns 4.0

CRL The Reading Program
CAL Project

Word Pattern:

| -at	-un	-in	-it
-at	-un	-in	-it
-at	-un	-in	-it

Quit Help

Word Patterns features four activities that give learners an opportunity to see and hear a word pattern such as "-in," and then build words with this pattern.

Word Patterns 4.0

b	+	in	=	bin
f	+	in	=	fin
p	+	in	=	pin
s	+	in	=	sin
t	+	in	=	tin
th	+	in	=	thin
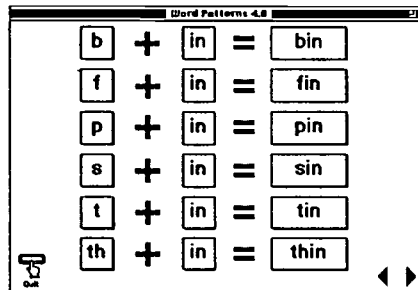
The learner can click, hear and then combine initial consonants with a common ending to form words.

Word Patterns 4.0

sin
bin
fin
him
pin
swim
begin
tin
thin
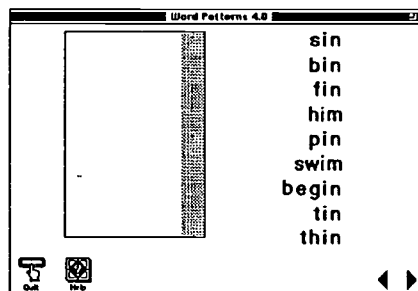
On this screen, the user drags words into the rectangle. Those words with the common pattern line up, while the others snap back to their original position.

Word Patterns 4.0

◁◊ [in]
◁◊ [in]   f
◁◊ [in]   t
◁◊ [in]   p
◁◊ [in]   b
◁◊ [in]   k
◁◊ [in]   ch
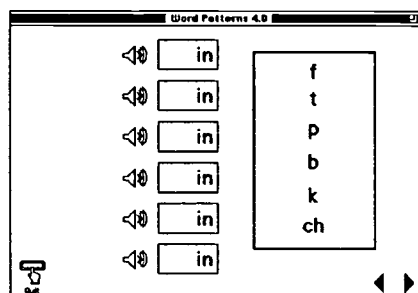
In this activity, the user clicks on the speaker icon and hears a word. The user drags the correct initial consonant into the rectangle, where it snaps into position and forms the word.

Word Patterns 4.0

tin	◁◊	fin
◁◊	◁◊	bin
pin	thin	◁◊
◁◊	sin	◁◊

Solve
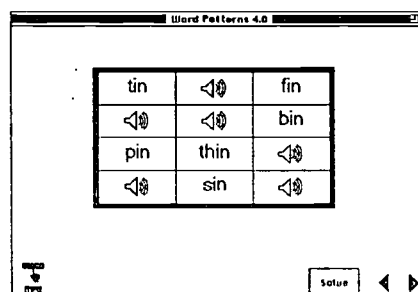
A "Concentration" style game rounds out this versatile program.

CAL PROJECT
Software List

Accent Improvement	*Vowels 1, Consonants 1, and Consonants 2* make up this unique three program set. Using digitally recorded voices, the user has the ability to hear minimal pairs. This program is good for new readers.
American Discovery	*American Discovery* combines interactive graphics, sound, and animation to teach and reinforce US geography and history in a fun and challenging way.
ClarisWorks	*ClarisWorks* is an easy-to-use integrated software program offering five applications (word processing, database, spreadsheet, graphics, and communications).
Graffiti One	Using a comic-strip format, *Graffiti One* allows the user to read a story about two friends with different opinions on graffiti. By combining written words, pictures, and sound, the program becomes a fun and challenging interactive learning experience. A variety of exercises, including comprehension, dictation, scanning, and vocabulary are available at the end of the story.
Hot Dog Stand	*Hot Dog Stand* is a simulation in which the learner manages a hot dog stand at a series of football games. The program randomly generates problems and events which require planning, record keeping and computational skills. Realistic decisions ultimately determine the learner's success with the program.
In the Print Shop	This reading program, *In the Print Shop*, uses the same format as *Graffiti One*. Follow-up exercises are also provided at the end of the story.
MacESL	*MacESL* is a series of nine programs based on real life situations such as Finding a Job, Talking to the Landlord, and Making a Doctor's Appointment. The program focuses on language skills with immediate application to daily life.
MacPaint	*MacPaint* is designed for the budding new artist. This program is perfect for creating announcements, greeting cards, and fliers. It also allows the user to combine words and pictures and to print out the results.

BEST COPY AVAILABLE

Exhibit 12

CAL PROJECT
Software List

Number Maze	*Number Maze* combines the fun of solving mazes with the challenge of solving math problems. The program's 48 levels range from simple counting and picture addition to multiplication, division, and word problems.
Perfect Copy	*Perfect Copy* is a language skills program that offers a "hands on" approach to developing better reading and writing skills. Users proofread and correct errors in almost 500 interesting articles. Assistance is provided with "Rules", "Clues", and "Modelling" features. *Perfect Copy* also has full record keeping capabilities.
The Print Shop	*The Print Shop* automatically designs and prints banners cards, fliers, and stationary. While quick and convenient to use, this program allows you to unleash your creativity and personalize any design.
Reading Maze	*Reading Maze* combines the fun of reading with the challenge of moving through a maze. This program has a variety of levels; it begins with picture matching and progresses to unscrambling complex sentences.
Resume Maker	*Resume Maker* is a program that helps job seekers create resumes, write letters and schedule appointments. This software package includes a word processor, tutorial and on-line help, and even provides interviewing tips.
Spell It Plus	*Spell It Plus* uses five challenging activities that make learning to spell fun. The learner can master 1000 commonly misspelled words and 20 important spelling rules.
Type To Learn	*Type To Learn* is a computer keyboarding program that introduces spelling, punctuation and other written language skills in the context of typing drills.
Using Money and Making Change	*Using Money and Making Change* is a "talking" program that utilizes digitized human voice, realistic graphics, and animation to teach the value of US coins and bills. Quizzes offer practice in the addition and subtraction skills used in making change. The program also includes the popular simulation "If You Ran A Cookie Shop".

CAL PROJECT
Publisher List

PUBLISHERS	SOFTWARE TITLES
Broderbund 17 Paul Court San Rafael, CA 94903 1•800•521•6263	Where in the USA is Carmen SanDiego?
Claris Corporation 5201 Patrick Henry Drive Box 58168 Santa Clara, CA 95052-8168 408•727•8227	ClarisWorks MacPaint
Davidson & Associates P.O. Box 2961 Torrance, CA 95066 1•800•556•6141	Spell It Plus
Great Wave Software 5353 Scotts Valley Dr. Scotts Valley, CA 95066 408•438•1990	American Discovery NumberMaze ReadingMaze
Hacienda La Puente U.S.D. 15377 E. Proctor Ave. City of Industry, CA 91745 800•894•3113	MacESL
Individual Software Inc. 5870 Stoneridge Dr. #1 Pleasanton, CA 94588 1•800•331-3313	ResumeMaker
Interactive Knowledge, Inc. P.O. Box 560865 Charlotte, NC 28256 704•549•9646	The Must Know Words Activity Disc (CD) The READY Course (CD)

Exhibit 13

CAL PROJECT
Publisher List

PUBLISHERS	SOFTWARE TITLES
Logicus Incorporated P.O. Box 277 Nobleton, Ontario Canada, LOG 1NO 416•859•4287	Perfect Copy
Orange Cherry / New Media Schoolhouse 69 Westchester Ave. Pound Ridge, NY 10576 1•800•672•6002	Using Money and Making Change
SpeakWare 2836 Stephen Drive Richmond, CA 94803 510•222•2455	Accent Improvement Graffiti One In the Print Shop
Wings for Learning/Sunburst 1600 Green Hills Road PO Box 660002 1•800•321•7511	Hot Dog Stand Type to Learn

Computer Aided Literacy Project

Learner's Name ....

Tutor's Name ....

Date ....

Program Recommendation:

Comprehension
- ☐ Graffiti One
- ☐ In the Printshop

Spelling
- ☐ Spell It Plus

Work Skills
- ☐ ClarisWorks
- ☐ MacPaint
- ☐ ResumeMaker
- ☐ Type to Learn

Math
- ☐ Hot Dog Stand
- ☐ Number Maze

Phonics
- ☐ Consonants 1
- ☐ Consonants 2
- ☐ Reading Maze
- ☐ Vowels

CAL Workstations:

Libraries
- ☐ Alum Rock
- ☐ Campbell
- ☐ Gilroy
- ☐ Milpitas
- ☐ Mountain View
- ☐ Santa Clara City (Mission Branch)
- ☐ Sunnyvale

Recovery Houses
- ☐ CAPS
- ☐ Odyssey

California Conservation Corp

For an orientation call 408•262•1349.
Ask for Charity or Mike

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Exhibit 14

Word Wise

A bimonthly newsletter of the Friends of The Reading Program

VOLUME 7	JULY/AUGUST 1993	NUMBER 4

From the Director

In 1987 when I heard the call so many of you have answered, I had no idea it would lead me to a special place called The Reading Program.

But there is something magical about The Reading Program. Maybe it is because literacy is such a basic and empowering tool and there is no greater cause than one which enables people to take control of their lives and participate fully in our society. Perhaps it is the special people who have great spirit and courage and come forward with a simple request for help with their reading. Maybe it is the dedication and heart of so many who have joined in the cause to pass on the gift of reading. Or it may be the unending spirit and enthusiasm of The Reading Program staff who have faced great adversity during the brutal budget process and never lost heart.

This past month, the budget news has kept us constantly guessing about the future of our program. First, the House voted to take away funds allocated for the grant program that funds the Computer-Aided Literacy and Project Enable. We also had hopes for an additional grant under this source. Fortunately, the Senate saw fit to reinstate these funds - Whew!

Unfortunately, we did not enjoy the same success at the State level. A shift in library funding will result in a 40% budget cut for Santa Clara County Libraries. There will be much more gnashing of teeth before we know the final impact. In any event, it looks dismal.

And yet, I find this an exciting time to be a part of the literacy movement and especially The Reading Program. We have faced adversity before and in every case, it has made us stronger. I am confident the the current uncertainty will lead us to creative alternatives and unique ~ortunities. I am hopeful and ever optimistic!

..budget news has kept us constantly guessing about the future of our program.

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Exhibit 15

Program News

The newest project of The Reading Program is up and running! Many of the pregnant and new moms have been matched and are working very hard and we have started a library of children's books. In June, Mary Drummond led a workshop with the moms on a project called Read-aloud. Along with the workshop, we had a children's book giveaway for all of the moms that participated and the children received a "Born to Read" T-shirt. It was an extremely fun and worthwhile event. Thanks Mary for your family literacy experience!

I would also like to thank Myrna from PSAP for helping me select all of the children's books for the giveaway and the library at the center. We had a wonderful time picking and reading all those stories that we read as children as well as some new books that are just as entertaining! I would like everyone in The Reading Program and the staff of PSAP to know how much it means to me to have your assistance, enthusiasm and tremendous support that all of you have given to me in making this project successful!

CAL Project - Charity Trajico

The CAL Project is in need of Computer Volunteers & Programmers! We are currently in the process of developing a corp of individuals who will conduct tutor and learner orientations. If you are excited about computers and want to share this excitement with other tutors and learners, contact Charity or Mike. We have also launched an "in-house" software development program. There is a great need for customized literacy software. If you have programming skills, or have experience with HyperCard scripting, please join us!

The CAL Project computer at the Alum Rock Library is up and running again. The Reading Program was also awarded a $1,500 Human Services Grant from the City of Milpitas. This grant would help to establish a second CAL workstation at the Milpitas Library. Thank you City of Milpitas. Our thanks to Emma T. for speaking before the "committee" and really making a difference.

Inmate Literacy - Sally Myers

The Inmate Literacy Project will be taking a $32,000 cut in the upcoming fiscal year which will have an unvaforable impact on our program. We will now have only five peer tutor trainings instead of twelve and will no longer be able to give out dictionaries to those newly trained tutors. The Main Jail peer tutoring program will be excluded but we will continue to send community tutors on a limited basis to the Main Jail. Our book budget will be one third of what it has been so more creativity will be needed for sure, and our office supply budget will be non-existent. We will have to go looking for money by way of grants, etc. Many other areas will be affected by these cuts but these but these are the most significant.

We have a great program that has worked miracles for many inmates who are involved in it. Miracles do happen and we are going to need one.

Recovery House Project - Gabrielle Antolovich

Despite the budget nervousness around our Literacy Program and the Recovery Houses, we will still have tutoring. The Recovery House Project and the CAL Project have been working together to develop recovery software. We hope this and other software such as Resume Maker will maximize the use of the computers at Odyssey and CAPS recovery houses. Tutors working at these houses can use the computers with their learners as soon as they get an orientation.

The Recovery Booklet is still in the making. If you want to contribute writings or drawings on recovery issues, or want more information, feel free to contact me at the Reading Program.

Program News

Community-North-Paula Hay

Mentor...Mentor...Mentor...Just a hint as to what's coming up in the next two months. Look to your mailboxes for words on the Summer mentor orientation. This will be a chance for interested, energetic, creative, or just plain curious tutors to find out just how to connect with other tutors. You will: 1) meet other tutors who can help you come up with creative ideas; 2) help someone brainstorm through rough patches (maybe even yours); 3) be able to have an objective person tell you how you're doing and 4) most of all, find out what other people do that WORKS!

If I asked you to guess how many tutors there are in the Community program at this very second, how many would you say? Guess again! Not even close! There are 493 tutors helping 503 learners! And that's not even the TOTAL number! Counting tutors and learners in jails, recovery houses, schools, Mt. Madonna, and the perinatal center, there are a grand total of 1,398 people in The Reading Program!

Project Enable - Carey Call

Hooray! Summer is finally here and it's a great time of year for taking vacations, attending family gatherings, eating watermelons, and enjoying the warm summer nights. But there could be a lot more in store for you this summer if you attend some of The Reading Program activities listed in the events calendar. This could be the summer that you get to voice your opinion about what kids really need today (July 22), help The Reading Program by joining in on the Learner's Council meetings or projects (August 2), or that you take a step to really improve your penmanship (August 14). Make this a summer to remember, a summer to be proud of, a summer that you stepped up and made a difference! Come on out and join us! Remember that summer is like anything else. You get out of it what you put into it! Have a wonderful summer! We hope to see you!
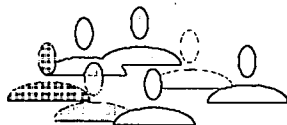
Editor's Note

Laura Gerlach

As my step children approach adulthood (at least that's what I'm told is happening) I have come to the conclusion that children from the ages of approximately twelve to "??" have absolutely, positively no signs of intelligent life. To all you parents out there who are currently residing in the same household with "pre" and "present" teens, here is my theory. When kids reach the age of about twelve, their brain stem disconnects from their spinal cord (because they grow so fast) and there is no visible sign of brain activity until the age of eighteen (or maybe later?). Granted, this theory has never been tested scientifically, but it makes a heck of a lot of sense.

It also got me to thinking about the importance of learning and how we need to instill the desire for knowledge in our children (strange as they may be as teens) at an early age.

I was introduced to books when I was quite young and reading became somewhat of a passion for me. It enables me to escape in another world, if only for a short time. When I read, I find that I can become a private detective dodging bullets while solving murders, a beautiful princess kidnapped by a villainous pirate and rescued by a "knight in shining armor"...well, you get the picture. I love to let my imagination run wild. Reading enables me to do normal, every day things too, like reading a newspaper to keep up with current events, reading a map to find directions, filling out forms (like applications), or taking a written drivers test.

I can't imagine a life where reading doesn't exist. Perhaps that is why I am a tutor. I want my learner's (and everybody else) to share my love of reading AND learning. Let's face it. Whether you read fiction or non-fiction, you learn. It opens up a whole new world for you. That's why I'm so happy for all of you learners out there who are working so hard at learning to read.

To all of you, thank you for letting me share my knowledge with you and letting me introduce you to the joys of reading. Keep up the good work.

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July/August 1993

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
				1	2	3
4th of July! 4	Office Closed 5	Inmate tutor meeting 6:30pm picnic 6	7	8	9	West Valley 10
11	Friends meeting 7pm 12	Perinatal tutor meeting Perinatal Center / Inmate tutor orientation 6:30pm West Gate 13	14	15	16	West Valley 17
18	Tutor meeting 6:30pm Campbell 19	20	21	Growing up at Risk Santa Clara 7pm 22	23	West Valley 24
25	26	27	28	29	30	Tutor meeting 10:30am Santa Clara 31
1	2	Milpitas-Lifescan Inmate tutor meeting 6:30pm West Gate 3	Tutor meeting 6:30pm Milpitas Tutor meeting 6:30pm Gilroy 4	Milpitas-Lifescan 5	6	7
8	Friends meeting 7pm 9	Milpitas-Lifescan 10	11	Milpitas-Lifescan 12	13	Tutor Workshop Handwriting 14
15	16	Milpitas-Lifescan 17	18	19	20	21
22	23	24	Tutor meeting 6:30pm Santa Clara 25	26	27	28
29	30	31				

Tutor training class

Workshop/Special event

Meeting

Upcoming Events

Workshop
Growing Up at Risk

We need your voice!
Place: Community Room
Santa Clara City Library-CENTRAL (on Homestead)
Time: 7 to 8:30pm
Date: Thursday, July 22nd

❖

Workshop
Handwriting

At the bank, when filling out job applications,
writing letters - you are judged by how you write.
This workshop puts polish on your penmanship, and
how to present your words at their best.
Place: Community room, Campbell library
Time: 10am to 12noon
Date: Saturday, August 14th

❖

The Learners' Council

The Reading Program Learners' Council would
like to invite you to our next Council meeting. It will
be held at the Milpitas Community Center, August 2, at
7 p.m. We would love to have you join us!

Don't forget those
Semi-Annual reports!

The Reading Program would like to thank
Huntford Printing for its continued support in the
production of the WordWise newsletter.

Man makes dream come true

Barbara Kong

Ginger C., a Reading Program tutor, was in for
a surprise when she opened her Morgan Hills
Times newspaper. There was her former learner's
name, Young K., on the editorial page as the
author of the contributing column!

Young Kim joined The Reading Program in
December 1989 to improve his English. Although
he spoke English well, he had never written
anything. He wanted to go back to school to get a
real estate license, but he realized that he needed
better communication skills.

He had several tutors while he was in The
Reading Program. Ginger was his last tutor and
they worked together for about 8 months. Young
said that the most important thing that Ginger gave
him was encouragement. He got to the point
where he was able to recognize and correct his
own mistakes.

Young reads a lot to further improve his
English. He has passed his real estate test and
practices his new craft part time. Now his dream
is to enter law school and he has applied at Santa
Clara University.

Young has lived in Morgan Hill for 10 years and
owns his own business there. He came to the U.S.
because he wanted the taste of freedom. "Freedom is
still a big deal to me."

Young applied to the Morgan Hills Times to be
a member of the Editor's Board of Contributors.
His first article was published in April.

Young's advice to other learners is to keep
trying. "Have confidence in your minds even if you don't
accomplish what you originally set out to do."

Young is an inspiration to us all.

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Learner's Page

We proudly present the 1st, 2nd and 3rd place winners in the 1993 Kurt Benjamin writing contest. The Learners were asked to write on what they would talk to President Clinton about if they were to have lunch with him. We had quite a few entries and our judges had a difficult time choosing. Thanks to all who participated.

1st Place – Henry H.

Mr. President, my concern is that millions of adults across America can not read or write. Are you aware that many adults are caged in without the knowledge to open the doors to opportunities others in America take for granted? We as Americans have a bitter problem facing us in the future. We have immigrants coming here that are illiterate in their own country adding to the social problem Americans have now. Regardless if you were born here or come here from other places in the world you should be able to read and write. In our penitentiaries and correctional facilities eighty percent of the population is unable to read and write. That same eighty percent spend money that they receive from their loved ones to pay other inmates to write letters for them.

Mr. President, what can we do to reduce this growing social problem that will continue to grow if the Nation does not pull together to stamp out this tragedy? There are many ways to treat this growing problem. First, the Nations leaders like yourself should speak out when and where they can. The churches should play a major role in stamping out illiteracy. Most churches have a large population that can pull together and help out in the community. One of our major roles in our churches is to teach others and help others that have problems.

let me give you an example of one learner

Second, the Nation should look toward the retirement section for tutoring assistants. They would be very glad to help. Most teachers enjoy helping others to learn. My tutor tells me how excited she feels when tutoring me. She loves to see me progress. Third, the media should keep America informed on what businesses and organizations are doing in the field of illiteracy. For example, the San Jose International Airport is helping with this problem. By allowing all employees 40 hours a year of job enhancement learning skills. Job enhancement was made a part of the Airport training development program. This is the way businesses and organizations can assist in helping stamp out illiteracy. Finally, the major element in stamping out illiteracy would be each learner tutoring someone else. Therefore, returning to the community what the community gave them.

Mr. President, let me give you an example of one learner and how he helped out his community. This learner read on a third grade level, but after joining the literacy program he learned to function on a six grade level and felt so comfortable in his progress that he took an advance test to rise to a supervisory position and is now tutoring others. That person is me. A tutor needs to know what kind of support they can receive from their country and their community. My resources of support come from my tutors, the Santa Clara Reading Program and the Elmwood Correctional Institution. My tutors were always available if I needed assistance.

Mr. President, the rewards and benefits of tutoring and helping others would be great. Look at it this way. The Nation would be better educated, self esteem would increase, unemployment would drop, enrollment in schools and colleges would grow, and the Nation would be better prepared for the 21st Century.

Thank You!

The 50's Dance Party sponsored by The Reading Program Learner's Council was a success! Thanks to all who attended! Over $1600.00 was earned and lots of people had a great time! The Learner's Council would like to thank the following sponsors for their contributions in making this a successful event:

Bon Croissant	Crown Sterling Suites, Milpitas	Fitness USA
The Gourmet Pup of Willow Glen	Huntford Printing	Long's Drugs, Milpitas
cky Stores, Milpitas	Nob Hill Grocery Store	Porta-Sound DJ services

2nd Place - David B.

Dear President Clinton:

I'm writing to let you know how much the Reading Program has helped me. When I was eleven I had some stomach problems, it was an ulcer. It bothered me for years, until I started the Reading Program. I haven't hurt since then. When I was thirteen my Dad left home. I didn't see him for years and even then it was only four times before he died. When I finished high school, I thought everything would be OK. I had my high school diploma, but I didn't know what it said. For eight years, I didn't think that it mattered if I knew how to read or write, but when I got laid off, it did! Most of my life I've had dead end jobs. The reading program has given me hope again. When a person gets laid off and finds a job and gets fired, laid off, and on, off and on, well I lost hope and courage to continue going to school. The reading program has helped me keep a job.

I have been divorced and remarried. I have a son from my first marriage and he comes over every week-end until he was too busy. He's fifteen now. I have a little girl too, she's six. My family is very important and I still believe in the American dream. I had a silly little dream, which was to read my little boy to sleep, but that day never came. However that day has happened for my little girl. This last February 22, I was able to read her to sleep. The fulfillment of a 15 year dream. My dreams are much bigger now, like taking a business class on motorcycle repair, or something in auto repair.

You are the first person I have ever voted for. I like what you said. I like what I heard about you. I must admit for me to believe that anyone in government would do the right thing is difficult, but think you will! Will you help me and many others to fulfill our dreams?

3rd Place - Kim H

If I have a chance to have lunch with President Clinton, I will say to him that he needs to change the gun control law. Oakland and Richmond have the highest murder rate in the Bay Area. Most of the murders were started with the domestic arguments. I feel that guns are too easily accessible. Too many robberies, killings, drive-by shootings, children playing with guns, teenagers carrying guns to school killing other students and teachers. For example: the first grandfather arrested after the gun liability law went into affect had a grandson who accidentally killed himself with his grandfather's gun. It was left out after a New Year's Eve celebration in San Jose. The grandfather was charged with felony.

In Singapore, where I grew up, ordinary citizens are not allowed to carry any guns. If the government catches you with any hand guns or automatic rifles, you would be put in prison for a maximum of five years for hand guns and ten years for automatic rifles. The police and the CIA are allowed to carry weapons. Singapore has one of the lowest crime rates in the world.

I would like to see President Clinton change the gun control law to make it illegal to import guns from foreign countries and sell to people or black market. Make the law that any possession of guns will pay high penalty or go to jail. America is a very nice country and would be a better place to enjoy if people didn't have to be afraid to go out at night, and children could play in the park safely.

Tutor Tip:

You have **two** ears and **one** mouth. The best thing that a tutor can do is listen. The more a learner is involved in DOING, SHOWING, and TELLING, the more he/she is learning. The more passive your learner is, the more **you** are learning, and that's not the focus of your sessions. Tutors need to be on the lookout for patterns, barriers, and breakthroughs. So change gears and listen!

Last Words

David Wilson

Dear Friends,

One of The Friends major objectives for 1993-1994 is to develop and service a widespread membership base within the community that supports The Reading Program. In order to fulfill this objective we need to know who the members are and determine to what degree each member wants to participate. Within the next month, The Friends will be launching a membership campaign. We are looking for individual and group members that want to volunteer time, money or just to be a supporter of The Reading Program out in the community. We are asking for members to pay a membership fee which will help defray the cost of our efforts, like producing this newsletter. In addition to individual memberships, we are soliciting memberships from businesses and groups. Please pass this on to your employer, church, or club. All of your membership donations will go to supporting The Reading Program, and none of it will be wasted. If you can't afford to pay for membership we will gladly accept your time as a volunteer as payment. We need your help. We are looking for volunteers that can devote a couple of hours here and there to help us out. I know you're out there so please help us.

If you have any suggestions or advice on how best to develop membership in The Friends or better define what the Friends should be doing, please contact me at The Reading Program office. (408) 262-1349.

Best regards,

David Wilson

Reading Program Staff

Taylor Willingham	Program Director
Sally Myers	Coord. (Inmate)
Sheila Mitchell	Asst. Coord. (Inmate)
Julie Jacobs	Asst. (Inmate)
Nancy Middaugh	Admin. Asst. (Inmate)
	Coord. (Perinatal)
Gabrielle Antolovich	Coord. (Recovery House)

Barbara Kong	Coord. (Community South)
Mary Drummond	VISTA Volunteer
Charity Trajico	Coord. (CAL)
Michael Levy	Asst. (CAL)
Carey Call	Coord. (Project Enable)
Paula Hay	Coord. (Community North)

Word Wise

This newsletter is funded by the Friends of The Reading Program, a non-profit organization. The Reading Program is a confidential, one-on-one volunteer literacy service. Send comments to:

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Milpitas, CA 95035

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Phone: (408) 842-4808

e Immigration
yram
625 Zanker Road, Suite 201
San Jose, CA 95134-2107
ne: (408) 944-0362
: (408) 944-0347

**JSCC Resettlement and
ployment Program**
5 Zanker Road, Suite 201
San Jose, CA 95134-2107
Phone: (408) 944-0362
: (408) 944-0347

November 17, 1993

Taylor Willingham
Director
The Reading Program
40 N. Milpitas Blvd.
Milpitas, California 95035

Re: Letter of Support

Dear Ms. Willingham,

It gives us great pleasure to support the continuation
and expansion of The Reading Program.

We have recently instituted a computer-based ESL
learning center at Catholic Charities. The Reading
Program provided a valuable model for us in planning
our learning lab. CAL Project Coordinator Charity
Trajico provided us with invaluable information and
recommendations regarding hardware and software
acquisitions.

We have been most impressed with your open door policy
and your willingness to share information. Many of our
clients have benefitted from instruction at your
workstations, and we have benefitted from your staff-
to-staff information and advice.

We understand that you are seeking to expand your
program for next year, and so are seeking increased
funding. We certainly endorse such expansion. In
particular, we hope that future funding allows you to
purchase additional portable workstations, so that your
program can go "on the road."

We also endorse your proposal to develop computer
software programs that will enable learners to practice
and master life skills such as voting, library use, ATM

use, and other business applications.

Your program provides a valuable community resource throughout the South Bay. We hope that your program will continue to grow, as well it deserves to do.

Sincerely,

Jane Hills
Director
Resettlement and Employment Program

Reza Odabaee
Case Manager / Job Developer
Resettlement and Employment Program

Margaret Gunnell
Administrative Assistant
Resettlement and Employment Program

ERIC
Full Text Provided by ERIC

MICHAEL J. LEVY
1054 Whitebick Dr.
San Jose, CA 95129
Telephone: (408) 262-1349

EDUCATION: Single Subject Teaching Credential: C.S.U. Hayward, 1991
B.A., Music: C.S.U. Hayward, 1990
A.B., Economics: Stanford University, 1985
M.A., Instruct. Technology/Econ.: San Jose State Univ. (in prog.)

Knowledge of the following computer applications: Aldus
Pagemaker, ClarisWorks, Microsoft Word, MacPaint, Interactive
Multimedia tools, HyperCard stack design and scripting.

WORKSHOPS   How to Grow a Computer-Aided Literacy Program, Writing a
PRESENTED: Letter on the Computer (for adult literacy learners), An Overview
of Adult Literacy Software Programs.

EXPERIENCE: SANTA CLARA COUNTY LIBRARY, THE READING PROGRAM
<u>Computer-Aided Literacy(CAL) Project Assistant</u>
Responsible for computer training of adult learners and tutors,
coordination and scheduling of computer orientations, maintaining
record of users' progress and attendance, evaluating software, and
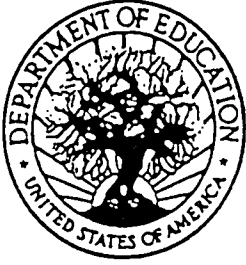developing recruitment strategies.

SAN LORENZO UNIFIED SCHOOL DISTRICT
<u>Teacher at five schools</u>
Responsible for classroom and instrumental music instruction,
direction of ensembles, and design and implementation of exploring
music curriculum.

YOUTH ORCHESTRA OF SOUTHERN ALAMEDA COUNTY
<u>Director, Youth Orchestra Clarinet Ensemble</u>
Responsible for selection of repertoire, rehearsal, and performance of
the clarinet ensemble.

DEANZA COLLEGE
<u>Librarian, DeAnza College Bands</u>
Responsible for organization and maintenance of music resources
for the DeAnza College band program.

HONORS: Recipient of the award for Outstanding Service to the Music
Department, DeAnza College, 1988.
Recipient of the Patnoe Memorial Scholarship, DeAnza College,1987.

AFFILIATIONS: Computer Using Educators, International Society for Technology in
Education, California Music Educators Association, International
Association of Jazz Educators.

Exhibit 17

NOTICE

REPRODUCTION BASIS