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
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.
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 programmer, 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.
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.
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.
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.
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
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 from 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 became 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
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 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

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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
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
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 its 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.
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.
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 learners 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 learners. This software program features sound and graphics. It is also authorable; meaning that it 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
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.
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 Exhibit 7
  (Part I and II)
• 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
Name: ___________________________ Date of Birth: ___/___/___
Address: ___________________________ Male    Female
City/Zip: ___________________________ 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:_________________________
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

Fill in so that your tutor can be given this information
Writing Sample:
<table>
<thead>
<tr>
<th>List a</th>
<th>List b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the</td>
<td>1. now</td>
</tr>
<tr>
<td>2. that</td>
<td>2. me</td>
</tr>
<tr>
<td>3. with</td>
<td>3. many</td>
</tr>
<tr>
<td>4. by</td>
<td>4. where</td>
</tr>
<tr>
<td>5. but</td>
<td>5. should</td>
</tr>
<tr>
<td>6. which</td>
<td>6. Mr.</td>
</tr>
<tr>
<td>7. she</td>
<td>7. make</td>
</tr>
<tr>
<td>8. been</td>
<td>8. long</td>
</tr>
<tr>
<td>9. no</td>
<td>9. under</td>
</tr>
<tr>
<td>10. up</td>
<td>10. last</td>
</tr>
</tbody>
</table>

No. correct

---

<table>
<thead>
<tr>
<th>List c</th>
<th>List d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. states</td>
<td>1. give</td>
</tr>
<tr>
<td>2. without</td>
<td>2. room</td>
</tr>
<tr>
<td>3. home</td>
<td>3. several</td>
</tr>
<tr>
<td>4. say</td>
<td>4. face</td>
</tr>
<tr>
<td>5. school</td>
<td>5. things</td>
</tr>
<tr>
<td>6. left</td>
<td>6. become</td>
</tr>
<tr>
<td>7. away</td>
<td>7. felt</td>
</tr>
<tr>
<td>8. public</td>
<td>8. ever</td>
</tr>
<tr>
<td>9. far</td>
<td>9. seemed</td>
</tr>
<tr>
<td>10. better</td>
<td>10. country</td>
</tr>
</tbody>
</table>

No. correct

---

READ
© Literacy Volunteers of America, Inc.
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 - S_F_M_R_D_S_F_K_T_P_C_L_N_G_W_B_J_H_Y_V_Z
Names - S_F_M_R_D_S_F_K_T_P_C_L_N_G_W_B_J_H_Y_V_Z

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_____

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_____
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.

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.

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.

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.

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
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
# 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  

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

Reports are due the last week of **September, December, March** and **June**
Learner Response
Do you feel that you have progressed this last quarter? Tell us why.

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

What has helped you the most?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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

Return by December 31st 1993
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?

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: ________

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.)

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?

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
- □ Can write well enough to communicate ideas. Needs little, if any, assistance in other contexts
- □ 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: ________

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.
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?"

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

<table>
<thead>
<tr>
<th>Which do you write?</th>
<th>How often per week</th>
<th>How difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks</td>
<td></td>
<td>Easy</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Little hard</td>
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<tr>
<td></td>
<td>0</td>
<td>Very hard</td>
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<td>1-2</td>
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<td>3-4</td>
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<td>5-6</td>
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<td>7</td>
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<tr>
<td>Reports</td>
<td></td>
<td>Easy</td>
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<td></td>
<td>N/A</td>
<td>Little hard</td>
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<td>0</td>
<td>Very hard</td>
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<td>5-6</td>
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<td>7</td>
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</tr>
<tr>
<td>Recipes</td>
<td></td>
<td>Easy</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Little hard</td>
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<td></td>
<td>0</td>
<td>Very hard</td>
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<td>3-4</td>
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<td>Notes/Memos</td>
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<td>Letters</td>
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<td>Forms/Applications</td>
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<td>Crossword Puzzles</td>
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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

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

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 do 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 the computer
  □ Not comfortable around computers
  □ Too difficult to get to library
  □ Other ________________________________

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

Thank you, and please mail back this survey.
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:
B √ G √ P
E √ O √ O
S √ D √ R

☐ ☐ ☐ ☐ 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

☐ ☐ ☐ ☐ 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.
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?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

• 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.
2. Are you still using the computer?

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

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

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

Would 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
☐ ClansWorks
☐ 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.

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44
Check each word that tells how you feel about your experience using the computer with your learner.

☐ interesting  ☐ fun  ☐ dull  ☐ frustrating
☐ exciting  ☐ difficult  ☐ boring  ☐ useful
☐ informative  ☐ stimulating  ☐ practical  ☐ unpleasant
☐ worthless  ☐ important

I feel that the programs have helped my learner with:

☐ Reading  ☐ Writing  ☐ Math  ☐ Job Skills (typing)
☐ Life Skills (resume)  ☐ Other

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.
Have in common and a and a

What does a

The Reading Program
CAL Project
40 N Milpitas Blvd
Milpitas, CA 95035
408 • 262 • 1349

ADDRESS
CORRECTION
REQUESTED
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: __________________________
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.)
Comments on the Tool Guide:

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

The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
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.
Quit Programs

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

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

<table>
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<th>File</th>
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<td>Close</td>
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<td>Print...</td>
<td>⌘P</td>
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<tr>
<td>Quit</td>
<td>⌘Q</td>
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</tbody>
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Shut Down

Pull down the "SPECIAL" Menu and choose "SHUT DOWN", which is at the bottom of this menu.

DON'T FORGET TO FILL IN THE LOG SHEET!
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?
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.

The Santa Clara County Library Reading Program (408) 262-1349

The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government [122993].

Exhibit 11
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.
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.

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**Guess**

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

This program features both sound and graphics.

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

The number of choices can be adjusted for each question.

This program also features detailed student record-keeping capability.
How to Grow a CAL Project

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.

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

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

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.

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

The learner can click, hear and then combine initial consonants with a common ending to form words.

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.

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.

A "Concentration" style game rounds out this versatile program.
<table>
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<tr>
<th>Software</th>
<th>Description</th>
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<tr>
<td>Accent Improvement</td>
<td>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.</td>
</tr>
<tr>
<td>American Discovery</td>
<td>American Discovery combines interactive graphics, sound, and animation to teach and reinforce US geography and history in a fun and challenging way.</td>
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<tr>
<td>ClarisWorks</td>
<td>ClarisWorks is an easy-to-use integrated software program offering five applications (word processing, database, spreadsheet, graphics, and communications).</td>
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<tr>
<td>Graffiti One</td>
<td>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.</td>
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<tr>
<td>Hot Dog Stand</td>
<td>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.</td>
</tr>
<tr>
<td>In the Print Shop</td>
<td>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.</td>
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<tr>
<td>MacESL</td>
<td>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.</td>
</tr>
<tr>
<td>MacPaint</td>
<td>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.</td>
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**CAL PROJECT**

**Software List**

<table>
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<tr>
<th>Software</th>
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<tr>
<td>Number Maze</td>
<td><em>Number Maze</em> 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.</td>
</tr>
<tr>
<td>Perfect Copy</td>
<td><em>Perfect Copy</em> is a language skills program that offers a &quot;hands on&quot; approach to developing better reading and writing skills. Users proofread and correct errors in almost 500 interesting articles. Assistance is provided with &quot;Rules&quot;, &quot;Clues&quot;, and &quot;Modelling&quot; features. <em>Perfect Copy</em> also has full record keeping capabilities.</td>
</tr>
<tr>
<td>The Print Shop</td>
<td><em>The Print Shop</em> 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.</td>
</tr>
<tr>
<td>Reading Maze</td>
<td><em>Reading Maze</em> 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.</td>
</tr>
<tr>
<td>Resume Maker</td>
<td><em>Resume Maker</em> 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.</td>
</tr>
<tr>
<td>Spell It Plus</td>
<td><em>Spell It Plus</em> uses five challenging activities that make learning to spell fun. The learner can master 1000 commonly misspelled words and 20 important spelling rules.</td>
</tr>
<tr>
<td>Type To Learn</td>
<td><em>Type To Learn</em> is a computer keyboarding program that introduces spelling, punctuation and other written language skills in the context of typing drills.</td>
</tr>
<tr>
<td>Using Money and Making Change</td>
<td><em>Using Money and Making Change</em> is a &quot;talking&quot; 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 &quot;If You Ran A Cookie Shop&quot;.</td>
</tr>
</tbody>
</table>

The Santa Clara County Library Reading Program (408) 262-1349

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PUBLISHERS

Broderbund
17 Paul Court
San Rafael, CA 94903
1-800-521-6263

Claris Corporation
5201 Patrick Henry Drive
Box 58168
Santa Clara, CA 95052-8168
408-727-8227

Davidson & Associates
P.O. Box 2961
Torrance, CA 90506
1-800-556-6141

Great Wave Software
5353 Scotts Valley Dr.
Scotts Valley, CA 95066
408-438-1990

Hacienda La Puente U.S.D.
15377 E. Proctor Ave.
City of Industry, CA 91745
800-894-3113

Individual Software Inc.
5870 Stoneridge Dr. #1
Pleasanton, CA 94588
1-800-331-3313

Interactive Knowledge, Inc.
P.O. Box 560865
Charlotte, NC 28256
704-549-9646

SOFTWARE TITLES

Where in the USA is Carmen SanDiego?

ClarisWorks
MacPaint

Spell It Plus

American Discovery
NumberMaze
ReadingMaze

MacESL

ResumeMaker

The Must Know Words Activity Disc (CD)
The READY Course (CD)
PUBLISHERS

Logicus Incorporated
P.O. Box 277
Nobleton, Ontario
Canada, LOG 1NO
416-859-4287

Orange Cherry / New Media Schoolhouse
69 Westchester Ave.
Pound Ridge, NY 10576
1-800-672-6002

SpeakWare
2836 Stephen Drive
Richmond, CA 94803
510-222-2455

Wings for Learning/Sunburst
1600 Green Hills Road
PO Box 660002
1-800-321-7511

SOFTWARE TITLES

Perfect Copy

Using Money and Making Change

Accent Improvement
Graffiti One
In the Print Shop

Hot Dog Stand
Type to Learn
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 current uncertainty will lead us to creative alternatives and unique opportunities. I am hopeful and ever optimistic!
Program News

Perinatal Substance Abuse Program (PSAP)-Nancy Middaugh

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 Trajano

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 unfavorable 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 Antalovich

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.

72

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<td>Friends meeting 7pm</td>
<td>Perinatal tutor meeting</td>
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<td>6:30pm West Gate</td>
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<td>Tutor meeting 6:30pm Campbell</td>
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<td>Growing up at Risk</td>
<td>Santa Clara 7pm</td>
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- **Office Closed**: 4th of July
- **Meeting**: 4th of July
- **Inmate tutor meeting**: 6:30pm picnic
- **Perinatal tutor meeting**: Perinatal Center
- **Inmate tutor orientation**: 6:30pm West Gate
- **Tutor meeting**: 6:30pm Campbell
- **Growing up at Risk**: Santa Clara 7pm
- **Friends meeting**: 7pm
- **Tutor meeting**: 6:30pm Milpitas
- **Tutor meeting**: 6:30pm Gilroy
- **Tutor meeting**: 10:30am Santa Clara
- **Tutor Workshop**: Handwriting
- **Tutor training class**: Handwriting
- **Workshop/Special event**: Handwriting
- **Meeting**: Handwriting
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.
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.

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

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

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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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We are just ordinary people trying to support an extraordinary cause
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
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 PRESENTED:
How to Grow a Computer-Aided Literacy Program, Writing a
Letter on the Computer (for adult literacy learners), An Overview
of Adult Literacy Software Programs.

EXPERIENCE:
SANTA CLARA COUNTY LIBRARY, THE READING PROGRAM
Computer-Aided Literacy(CAL) Project Assistant
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
Teacher at five schools
Responsible for classroom and instrumental music instruction,
direction of ensembles, and design and implementation of exploring
music curriculum.

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

DEANZA COLLEGE
Librarian, DeAnza College Bands
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.

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