

*The* **Literacy**  
**Resource**  
**Manual**

*A Guide for* **Community-Based Literacy Programs**

Published by the Literacy Resource Office in the Oklahoma Department of Libraries

*The Literacy Resource Manual* recognizes Oklahoma's dedicated literacy volunteers and staff who have made it possible for so many individuals not only to *Imagine the Possibilities of Literacy*, but reach their dreams.

Special thanks to the Literacy Resource Office staff for their expertise and assistance in preparing this publication. We hope you will find this resource valuable and we appreciate your comments and suggestions. Permission is granted to photocopy any portion of the Literacy Resource Manual. Revised 1/09

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# Introduction

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DeVoria Ruffin knows how to get people excited. She is able to move an audience to a standing ovation by sharing her journey of becoming a reader. But it wasn't always that way.

When talking about her childhood, DeVoria doesn't recall an emphasis on reading. There were few, if any books in the home, and bedtime stories were not part of the routine for the five children growing up in a single parent home. Homework, school, grades, and education were not stressed.

DeVoria remembers when her third grade teacher divided the class into reading groups. She was assigned to Group C, the slow group. Although the teacher spent time with Group C, DeVoria remembers struggling to find meaning from the words on the pages, but she could never understand.

When DeVoria was around eleven years old, the family was visited by a door to door salesman selling children's encyclopedias. DeVoria remembers begging her mother to buy a set. After some convincing, her mother made the purchase. The books were a treasure to DeVoria, and although they were intended for the whole family, she felt ownership of them. Each page was full of words she couldn't read, but they also contained pictures. These wonderful images began to feed her hunger to learn. "This was the aha

*This was the aha moment for me. Books contained knowledge.*

moment for me," said DeVoria. "Books contained knowledge."

DeVoria continued to struggle with reading at home and at school. She didn't understand why she was unable to decode words. "I wondered why the words didn't speak to me when I knew they spoke to others," she said.

As she got older, attempts to keep her illiteracy hidden from her classmates became more difficult. Finally tired of being made fun of, DeVoria quit picking up books. She tried her best to "just blend in" and was passed through the 10<sup>th</sup> grade.

Then at age 17, after the birth of her daughter, DeVoria left school to care for her family.

When her marriage ended, DeVoria found work doing tailoring and repairs for dry cleaners. She was good with her hands and was a skilled seamstress.



**Oklahoma 2008 Student of the Year**  
DeVoria Ruffin (center) is shown with husband, Jimmy and instructor, Shannon Carter.

She learned how to operate the cash register and was good at making change and handling money. DeVoria was in the workforce for more than twenty years.

After a job related injury, she could no longer do work that required so much standing and physical labor. Now a grandmother, DeVoria had the time, motivation, and desire to learn to read.

She was referred to Opportunities Industrialization Center (OIC) in Oklahoma City and was assessed by instructor, Shannon Carter. Results revealed that DeVoria was reading at the third grade level. Further assessments indicated that DeVoria would learn best using all three learning modalities—tactile/kinesthetic, visual, and auditory. Shannon used multi-sensory/multi-modality teaching strategies to address DeVoria’s learning needs, and years of frustration and embarrassment began to melt away. DeVoria was learning to read. “I was hungry to learn and I wanted Ms. Shannon to feed me the words,” she

said. “The more success I had, the more I wanted.”

After three years at OIC, DeVoria is reading at the seventh grade level and is a literacy advocate, board member of the Oklahoma Literacy Coalition, and Oklahoma’s 2008 Adult Learner of the Year.

As far as DeVoria’s future is concerned, “the sky is the limit.” She has plans to get her GED, go to college to study social work, and get a job helping children. She studies and reads her lessons, but every so often DeVoria likes to look at the encyclopedias at OIC. And while she still enjoys the pictures, she can now read the words!

For additional information on Oklahoma literacy efforts, visit [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy) or call 405-522-3205 or 800-522-8116.



Leslie Gelders, Coordinator  
Literacy Resource Office  
Oklahoma Department of Libraries

# History of Literacy Efforts in Oklahoma

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Library and community-based literacy programs have a rich history in Oklahoma's adult literacy movement. Strong local and state partnerships, hard working volunteers, dedicated staff, and active board members have earned national recognition for local and statewide efforts. The Oklahoma Department of Libraries (ODL) Literacy Resource Office (LRO) has played a key role in the success of Oklahoma literacy efforts by providing leadership, resources, and technical assistance to the field.

## Prior to 2009

Much of Oklahoma's volunteer literacy activity began in 1983 when federal funds made it possible for libraries to establish and support local and state literacy projects. Seed grants from ODL helped local programs purchase materials and train tutors. As the number of literacy programs increased, so did the need for support and technical assistance. Volunteers were trained to provide tutor training increasing the capability to certify thousands of literacy tutors throughout the state. In 1986, the Oklahoma Literacy Coalition (OLC) was formed to provide a forum for idea exchange and to offer continuing education. A statewide literacy conference hosted by OLC, ODL, and the State Department of Education (SDE) was



held and has been offered annually since 1986.

Over the years, partnerships with government agencies, civic organizations, businesses, and foundations have resulted in numerous projects, initiatives, and awards for Oklahoma literacy programs.

In 1997, Oklahoma's literacy community successfully worked with ODL to secure state funds dedicated to supporting the valuable work of library and community-based literacy programs. The resulting Community Literacy and Literacy Support Grants have been awarded to programs throughout the state for more than 10 years. Standard reading assessment tools were adopted and programs began tracking learner progress and reporting statistics to ODL. Quality Standards were identified by a statewide task force of literacy providers and adopted by the field. In 1997, a partnership between ODL and the Department of Human Services (DHS) resulted in the Temporary Assistance to Needy Families (TANF) Literacy Project. In collaboration with local literacy programs, up to 30 hours per week of basic literacy instruction is provided to TANF clients.

Between 1999 and 2000, Oklahoma was one of only four states to participate in a national learning disabilities project. Through this effort, local literacy programs received training and resources to aid in recognizing and as-

sisting learners with characteristics of learning disabilities.

Other accomplishments and initiatives continued to make Oklahoma a leader in the adult literacy field. The LRO worked with local literacy trainers to develop and field test *Open Minds*, a new 12 hour tutor training model. The interactive and flexible tutor workshop was adopted by most Oklahoma literacy programs. The model is continually updated to meet the changing needs of learners and tutors in today's world.

Oklahoma was one of six states evaluated as part of the National Assessment of Adult Literacy (NAAL) providing the state with updated literacy statistics.

Local programs were able to better identify ways to address learner needs by using the PowerPath™ screening tool.

DHS and ODL collaborated to provide emergent literacy training and materials to hundreds of DHS child-care staff, and ODL and OETA worked together to provide parent training and free books to children at-risk for low literacy. Other valuable partners in this project include the Krueger Foundation and Rotary.

The Oklahoma Library Association (OLA) launched its *Read Y'All* campaign to promote literacy.

Posters featuring James Garner, Carrie Underwood, and other Oklahoma personalities promoted reading and literacy.

The Bill and Melinda Gates Foundation funded *Siga Adelante*, a national Hispanic outreach pilot project.

Finally, Oklahoma won two national First Book contests resulting in the distribution of some 68,000 books to Oklahoma children.

### **2009 and beyond**

The LRO looks forward to providing continued assistance and resources to Oklahoma literacy organizations. Local programs will begin implementation of the newly updated *Open Minds 2* training modules to incorporate such things as Visual Sensitivity Syndrome, student centered learning, and accommodations. In collaboration with previously mentioned partners, the Zoological Society and Target, *Read Across Oklahoma* events will promote reading and early literacy to hundreds of children across the state with the largest event planned at the Oklahoma City Zoo. ODL staff is dedicated to helping strengthen local programs by assisting with program development, training, accountability, and outreach.

Just *Imagine the Possibilities!*



# Literacy Definitions

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**The following are definitions and explanations for terms as used in this manual.**

## **ABE**

Adult Basic Education; a division of the Oklahoma State Department of Education. Its Lifelong Learning Section oversees Adult Learning Centers located throughout the state that provide services for educationally disadvantaged adults in literacy, life skills, workplace literacy, family literacy, English as a second language, TANF, GED preparation, and GED testing.

## **Accommodations**

This term refers to adaptations or modifications to instructional methods meant to ensure adults with learning difficulties an equal chance for success in the learning process.

## **Accreditation**

Accreditation is a voluntary process sponsored by ProLiteracy whereby local programs participate in self-assessment and documentation of standards which improve the quality of services.

## **Adult Learner**

The term generally is defined as an adult reading below the 6th grade level who participates in a local literacy program; also referred to as learner, adult reader, student, new reader, and adult student.

## **BEST**

Basic English Skills Test is an assessment tool designed for English language learners. The BEST consists of an oral interview section that provides scores for communication, fluency, pronunciation, and listening comprehension and a literacy skills section that provides scores for reading and writing.

## **CBO**

Community Based Organization usually refers to a library or community based volunteer literacy program.

## **Coordinator**

The coordinator is individual who coordinates the local literacy program activities such as matching learners and tutors, scheduling assessments, and promoting local literacy efforts—may also be referred to as director and/or executive director.

## **DHS**

Department of Human Services is a government-funded social services agency that assists individuals and families in need to help themselves lead safer, healthier, more independent and productive lives.

## **ELL**

English language learner describes immigrants that speak a language other than English as their primary language and are now learning English. They may also be referred to as ESL, English as a second language.

### **Emergent Literacy**

The term describes what children know about reading and writing before they can actually read or write. From birth through the preschool years, children develop knowledge of spoken language, the sounds from which words are formed, letters, writing, and books. These skills lay the foundation for success when they enter school.

### **ESL**

English as a second language is a category of instruction, methods, and materials suited for use with non-English speaking persons—may also be referred to as ELL, English language learners.

### **Family Literacy**

This intergenerational approach to literacy improves the literacy, language, and life skills of both parents and children.

### **Functional Illiteracy**

A term that describes the condition of adults who meet significant obstacles in their daily lives due to low reading abilities—difficulty reading things like street signs, recipes, warning labels, job applications, lease agreements, etc.—and therefore lack the skills required to be successful in the family, workplace, and community.

### **GED**

General Education Development credential describes a term for high school equivalency.

### **Illiteracy**

This term describes the inability to read and write a simple message in any language. (United Nations)

### **LD**

The term learning disability (LD) refers to a group of disorders that affects a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason, and organize information. A person's attention, memory, coordination, social skills, and emotional maturity may also be affected. (Learning Disabilities Association of America)

### **Literacy**

A term to describe using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. (2003 National Assessment of Adult Literacy) A broader description is the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials; involves a continuum of learning enabling individuals to achieve goals, develop knowledge and potential, and participate fully in society. (United Nations Educational, Scientific, and Cultural Organization)

### **LRO**

Literacy Resource Office, a part of ODL, provides resources and leadership to approximately 50 library and community-based literacy programs throughout the state; works with local literacy leaders, tutor trainers, and volunteers to offer help and hope to the thousands of Oklahomans seeking to improve their basic literacy skills.

### **LWR**

Laubach Way to Reading is a basic reading and writing series developed primarily for adults with little or no reading ability.

**NAAL**

National Assessment of Adult Literacy is a national study conducted in 2003, that measured the literacy of America's adults by measuring prose, document, and quantitative literacy skills.

**NCFL**

National Center for Family Literacy—A national organization that helps parents and children form learning partnerships that end the cycle of poverty and low literacy; works to find solutions to the national literacy crisis that build on the family in order to create a new cycle of ongoing learning and mutual support.

**New Readers Press**

The publishing arm of ProLiteracy provides resources such as instructional tutor support materials, high-interest/low-level books and materials, audio tapes, videotapes, and computer software.

**NIFL**

National Institute for Literacy is a federal agency that provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults; consults with the U.S. Departments of Education, Labor, and Health and Human Services to serve as a national resource on current comprehensive literacy research, practice, and policy.

**ODL**

Oklahoma Department of Libraries—The official state library of Oklahoma serves the information and records management needs of state government, assists with public library development, coordinates library and in-

formation technology projects for the state, and serves the general public through specialized collections. Includes the LRO.

**OETA**

Oklahoma Educational Television Authority is the local affiliate of the Public Broadcasting System (PBS)

**OLC**

Oklahoma Literacy Coalition is a non-profit statewide organization promoting literacy throughout Oklahoma; comprised of individuals, literacy programs, state and local agencies, businesses, and civic organizations that are committed to supporting local and statewide literacy initiatives.

**Open Minds**

This 12-hour tutor training model developed and tested in Oklahoma uses multi-sensory techniques to train tutors on a variety of topics including incorporating a student centered approach to learning, identifying learning differences, using accommodations, goal setting, and selecting appropriate methods and materials.

**PowerPath**

PowerPath™ is an intake and intervention screening system. The screening helps determine breakdowns in vision and hearing functions, information processing, attention difficulties and visual stress syndrome.

**Program**

This term describes a local, nonprofit literacy organization that offers free tutoring to adults reading below the 6th grade level. It may also be called a council.

**ProLiteracy**

The term refers to the largest adult literacy organization in the United States which was formed when Laubach Literacy Action, Laubach Literacy International, and Literacy Volunteers of America, Inc. merged in 2002. It has 1,200 American affiliates representing all 50 states as well as international programs.

**PBS**

The Public Broadcasting System includes the local affiliate, OETA.

**SAAL**

State Assessment of Adult Literacy is an assessment which included Oklahoma as one of six states that participated in the 2003 National Assessment of Adult Literacy (NAAL) survey. The SAAL reports the state results of the study.

**SCLA**

South Central Literacy Action describes a nonprofit, regional, volunteer organization that provides training, support, and literacy leadership for individuals and programs in Arkansas, Louisiana, Kansas, Missouri, Texas, and Oklahoma.

**SDE**

State Department of Education is an Oklahoma governmental agency that puts state education policies and programs into action to support the efforts of public schools.

**TANF**

Temporary Assistance to Needy Families is a federal program that provides assistance and work opportunities to needy families by granting states the funds and flexibility to develop and

implement individual assistance programs. In Oklahoma, it is administered by DHS.

**Trainer**

This person is qualified to conduct tutor trainings and other literacy workshops.

**Tutor**

A term to describe a volunteer who has been trained in the use of techniques and materials appropriate for adult learners; tutors generally work one-to-one, confidentially, and free of charge.

**Tutor Training**

This training in techniques and materials appropriate for instructing adult learners prepares a volunteer to become a tutor with the sponsoring literacy program.

**VALUE**

Voice for Adult Literacy United for Education is a national organization aimed at strengthening adult literacy efforts in the United States through learner involvement and leadership.

**WRAT-4**

Wide Range Achievement Test is a norm-referenced test that measures basic academic skills of word reading, sentence comprehension, spelling, and math computation and is used in literacy programs to assess the grade level at which an adult learner reads and writes as well as to monitor progress.

# Overview

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## What is illiteracy?

In 2003, the National Assessment of Adult Literacy defined **literacy** as “an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”

The term **functional illiteracy** refers to the status of “individuals who are not illiterate, but who lack the skills required to be successful in the family, in the workplace, and in the community.” (ProLiteracy)

## Why is it a problem?

For the low level reader

Illiteracy is often a hidden problem that impacts all aspects of life for individuals with limited reading abilities. Low self esteem, missed employment opportunities, and risks associated with improper interpretation of medicine labels, warning signs, and instruction manuals can be attributed to illiteracy. Functionally illiterate adults struggle in a technologically advanced society where the minimum literacy requirements continue to escalate. Parents with low reading skills are less able to help their children develop good reading habits, and even bedtime stories can become frustrating and painful experiences. The fear of being “discovered” often inhibits illiterate adults from participating in social and civic activities in which they fear they may be asked to read aloud.

For society

Illiteracy is a costly social issue. Tax dollars are allocated to social service programs where more than 50% of adult recipients do not have high school diplomas. The link between illiteracy and incarceration is startling. Nationally, 68% of adult state prison inmates do not have high school diplomas. (U.S. Department of Justice) In Oklahoma, out of 6,000 plus inmates tested upon reception at Lexington Assessment and Reception Center in calendar year 2008, 30.44% read at below fifth grade level and 70.67% read at or below the ninth grade level. The cost of housing an individual in the Oklahoma State Penitentiary in 2008 was \$25,270. (Oklahoma Department of Corrections) This far exceeded the 2008 average cost of room, board, and tuition at the University of Oklahoma, which was \$14,699. (University of Oklahoma)

According to ProLiteracy, nationwide a 1% increase in high school graduation rates could

save approximately \$1.4 billion in costs associated with incarceration.



### How widespread is it nationally?

The 2003 NAAL measured English language literacy among adults ages 16 and older in the United States. The assessment focused on everyday tasks US adults encounter on a regular basis.

The NAAL measured three areas: prose literacy, document literacy, and quantitative literacy. A nationally representative sample of more than 19,000 adults was assessed. The results were as follows

Prose Literacy Level	Adults at this level	% of Adults at level
Below Basic	had no more than the most simple and concrete literacy skills	14%
Basic	had only the skills necessary to perform simple everyday literacy activities	29%
Intermediate	had the skills necessary to perform moderately challenging literacy activities	44%
Proficient	had the necessary skills to perform complex and challenging literacy activities	13%

Go to [www.nces.ed.gov/naal/](http://www.nces.ed.gov/naal/) to access NAAL's full 2003 report.

The US Census is another tool that can be used when examining literacy statistics. The 2000 Census indicated that 6% of Oklahomans ages 18 and older did not complete the 9<sup>th</sup> grade and 20% did not earn high school diplomas.

Another helpful resource when examining literacy statistics is the *Profiles 2007 State Report* from the Oklahoma Office of Accountability. This report indicated that 19.4% of adults ages 25 and older did not have high school diplomas. Approximately 14.7% of Oklahomans were reportedly living below the poverty level, and 5.3 % of Oklahoma's population ages 16 and older was unemployed. The report also stated that during the 2007 school year 28% of 8<sup>th</sup> grade students scored *below basic* and 46% scored in the *basic* category on the National Assessment of Education Progress. These percen-

tages were slightly higher than the national average. To access the full report, visit [www.SchoolReportCard.org](http://www.SchoolReportCard.org) For further information about Oklahoma dropout rates and a county by county breakdown of the census results, see pages 20-21 of this manual.

### What is happening nationally?

Nonprofit organizations such as ProLiteracy support literacy efforts and provide resources and information. Other organizations including The American Library Association, National Center for Family Literacy, National Institute for Literacy, and Voices of Adult Learners United in Education provide adult literacy resources, advocacy, and services.

### What is happening in Oklahoma?

There are approximately fifty library and community based literacy pro-

grams providing one to one and small group tutoring in Oklahoma. Adult Learning Centers offer basic literacy, English as a second language, and GED classes through the SDE. Additionally, churches, cultural organizations, and fee-based literacy providers offer a variety of literacy instruction. State agencies including ODL, SDE, OETA, and DHS offer literacy services and support. OLC encourages statewide literacy efforts, and Oklahoma County has established a countywide coalition. Numerous businesses, foundations, civic groups, and media outlets support, fund, and promote local and state literacy efforts.



### **What methods and materials are used for teaching adults?**

Oklahoma tutors and learners use a variety of published and real-life material. Common core curricula include *Endeavor*, *Voyager*, *Challenger*, and *Laubach Way to Reading* from New Readers Press. Tutors working with ELL may choose to use *English-No Problem!*, *Real Life English*, *Talk of the Block* or other materials for speakers of other languages. Real-life materials such as newspapers, menus, and advertisements are often used to enhance learning. Additionally, many programs include computer based literacy instruction.

Individuals interested in becoming literacy tutors typically attend 12 hours of training. This training provides information on adult learning, teaching materials, learning techniques, and available support services.

Most tutors volunteer to work one to one or in small groups with adult learners reading below the 6<sup>th</sup> grade level. Tutoring sessions take place in a public setting such as a library, church, or business. The local literacy program offers a variety of support materials to address the goals and interests of learners and tutors.

### **What do volunteer literacy programs do?**

Local literacy programs create awareness, locate learners, recruit volunteer tutors, arrange training for tutors, assign learners to tutors, and follow learner progress. Programs encourage the continuing education of members, plan learner and tutor activities, and often produce a newsletter. Many local programs have been able to expand services to include family and workplace literacy, learning disabilities, small group tutoring, ELL assistance, computer instruction, and collaborative projects with local schools, and DHS TANF classes.

### **What can individuals do?**

Individuals can help by becoming more sensitive to the problems of illiteracy and more knowledgeable about the services provided by local literacy

programs. As volunteers, individuals may be trained to work with learners, help spread the word, recruit other tutors, and/or assist with outreach to potential adult learners.

Individuals who do not want to tutor may support local efforts

by serving on literacy boards, donating money, speaking to groups, writing articles for newspapers and newsletters, helping with fund raising, or providing refreshments for tutor training sessions.



### **What can libraries do?**

Oklahoma's public libraries have been long-time supporters of adult literacy efforts. Many libraries provide information and referrals to patrons, potential tutors, and learners. They supply literacy program office space, materials and space for tutoring, offer computer and internet access, and provide collections of high interest/low level reading materials for adult learners. Some libraries write grants to support literacy, have staff serve on the literacy board, and even provide staff to support literacy efforts. Literacy leaders should meet with their library director and discuss ways the library and literacy program can work together.

### **What does the Oklahoma Department of Libraries provide?**

ODL supports state and local literacy efforts through the Literacy Resource Office (LRO). Literacy staff is available for consultative services, technical assistance, and public speaking. LRO

makes available a lending library of literacy materials and marketing and awareness materials. A free quarterly newsletter, *Literacy Notes*, is published online at [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy) and distributed by mail to literacy leaders statewide. Additionally, the office provides grant opportunities and training for tutors, program directors, literacy trainers, and adult learners. Contact LRO by calling 800-522-8116. See appendices E-P for a listing of LRO lending library resources.

### **What does the State Department of Education provide?**

SDE offers a number of programs for adult learners including basic education classes in reading, writing, math, and life skills. For information on programs available through the Lifelong Learning Section of SDE, call 800-405-0355.

### **What is the Oklahoma Literacy Coalition?**

OLC is a statewide non-profit organization that supports literacy efforts in Oklahoma. The membership is composed of individuals, state and local agencies, businesses, and civic organizations that are committed to supporting local and statewide initiatives. OLC hosts an annual statewide literacy conference and provides opportunities for literacy leaders to network. OLC recognizes outstanding volunteers, learners, and media at the annual literacy conference. For more information about OLC, see appendix B, visit [www.odl.state.ok.us/literacy/services/olc](http://www.odl.state.ok.us/literacy/services/olc) or contact the coordinator, Joni Dyer, at 580-762-4580 or [oklitcoalition@yahoo.com](mailto:oklitcoalition@yahoo.com)

## General Literacy Statistics

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More than 771 million adults in the world—one fifth of the world’s adult population—do not possess the “the ability to read and write, with understanding, a short, simple sentence about one’s everyday life.”

United Nations Educational, Scientific and Cultural Organization

The 2003 National Assessment of Adult Literacy (NAAL) reported that an estimated 11 million adults in the United States are “nonliterate in English.” In prose literacy, 30 million—14% of the total adult population in the United States—were at the *below basic* level. Another 63 million—29% of the adult population—were considered to have only *basic* literacy skills.



### Other literacy statistics

- In 2000, 84% of Americans ages 25 and over had at least completed high school.  
United States Census Bureau
- By 2000, nearly 47 million people—about 1 in 5 U.S. residents ages 5 and older—reported regularly speaking a foreign language at home. This represented an increase of 15 million people from the 1990 census. Spanish remained the most often spoken language other than English and just over half the Spanish speakers reported speaking English “very well.”  
United States Census Bureau
- A survey of employers in the United States showed that 36% said their employees had inadequate reading, writing, and communication skills and that this gap impeded their ability to meet customer production and satisfaction demands.  
National Association of Manufacturers
- The United States Chamber of Commerce is planning for a looming worker shortage that will result as some 77 million baby boomers retire. Adding to the concern is the fact that many of today’s jobs require more technical skills than current workers possess. In a 2006 report, the Chamber stated that China graduated more than eight times as many—and India graduated five times as many—engineers as the United States.  
United States Chamber of Commerce
- As of the year 2000, 40% of jobs in the United States require limited skills, but it is estimated that only 27% of newly created jobs will fall into the low skills categories.  
US Department of Labor, *Workforce 2000*
- Only 35% of individuals at the *below basic* literacy level were employed full time as compared to 64% of individuals at the *proficient level*. The average weekly salary for those with *below basic* skills was

\$432 as compared to \$975 for those at the *proficient level*.

National Center for Education Statistics

- According to the United States Census Bureau, workers ages 18 and older with bachelor's degrees earned an average of \$51,206 a year, while those with high school diplomas earned \$27,915, and those without high school diplomas averaged \$18,734.  
ProLiteracy Worldwide
- American businesses currently spend more than \$60 billion each year on employee training, much of that for remedial reading, writing, and mathematics.  
ProLiteracy Worldwide
- Annual health care costs in the United States are four times higher for individuals with low literacy skills than for individuals with higher literacy skills.  
ProLiteracy Worldwide
- One-half of all adults in United States federal and state correctional institutions cannot read or write at all, and 85% of juvenile offenders have reading problems.  
ProLiteracy Worldwide

The U.S. Census Bureau is still analyzing the data compiled from the 2000 Census. This information will be posted at the Census Bureau website, [www.census.gov/](http://www.census.gov/) as it is made available to the public. The Census Bureau website also offers information in charts, graphs, and maps that programs may find helpful when determining and presenting literacy statistics in local areas.

Other useful sources for relevant statistics such as education, poverty, incarceration, and employment numbers can be found online. Some recommended sites are

The National Institute for Literacy—  
National Adult Literacy Survey  
[www.nifl.gov/nifl/facts/NALS.html](http://www.nifl.gov/nifl/facts/NALS.html)

The National Center for Education  
Statistics  
[nces.ed.gov/](http://nces.ed.gov/)

The National Center for the Study of  
Adult Learning and Literacy  
[www.gse.harvard.edu/~ncsall/](http://www.gse.harvard.edu/~ncsall/)

International Literacy Explorer  
[www.literacyonline.org/Projects/explorer](http://www.literacyonline.org/Projects/explorer)

UNESCO Institute for Statistics  
[www.uis.unesco.org/ev.php?URL\\_ID=6401&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201](http://www.uis.unesco.org/ev.php?URL_ID=6401&URL_DO=DO_TOPIC&URL_SECTION=201)

Comprehensive Adult Student Assessment System (CASAS)  
<https://www.casas.org/lit/litcode/Search.cfm>

The National Assessment of Adult  
Literacy—State and County Estimates of  
Low Literacy  
<http://nces.ed.gov/naal/estimates/StateEstimates.aspx>

## Determining Oklahoma Statistics

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Local literacy programs often need to determine the literacy rate for their county, city, community, etc. Requests for this information may originate from funders or the media and may be helpful for literacy speeches, marketing efforts, and tutor training presentations.

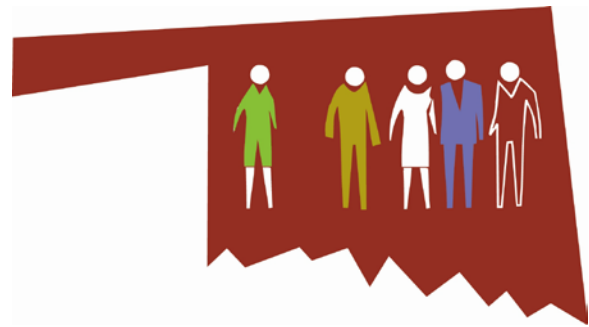
There is no single, 100% accurate way to determine the literacy rate for a state, county or city. The best thing a program can do is to consider a number of “indicators” that are useful in determining the need for literacy services. These include, but are not limited to, census data, dropout rates, and the State Assessment of Adult Literacy (SAAL). Each of these has “plusses and minuses.”

**Census**—Data is only collected every 10 years. The 2000 census figures on education do not report literacy or ability to read, but rather completion of educational levels.

**American FactFinder**—Data is provided by the U.S. Census Bureau and updated annually, every three years, or every 5 years depending on the population. While the information is updated more frequently than the census, it provides only estimates. Also, like the census, it does not report information on literacy or ability to read.

**Oklahoma High School Drop Out Rate**—Reported by the Oklahoma State Department of Education annually. These statistics do not address adult literacy directly.

**State Assessment of Adult Literacy (SAAL)**—This major literacy study, administered in 2003, was conducted in only six states. Fortunately, Oklahoma was one of them. The study measured proficiency in prose, document, and quantitative literacy.



### What to do

The best way to discuss and report literacy rates is to provide statistics from several of the above and then compare the community, county, state, to other communities, counties, and states.

The following pages provide information to assist in determining literacy rates for Oklahoma counties.

Insert Map

## Using the US Census Website for Literacy Statistics

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1. Go to <http://www.census.gov/>
2. Find “American FactFinder” in the listing on the left side of the page.
3. Find “2005-2007 American Community Survey 3 Year Estimates” on the right hand side and click on “Data Sets page.”
4. In the center of the page you will find two options for 2007 data. Available information is based on population. Most programs will select the first option “2005-2007 American Community Survey 3-Year Estimates” for populations of 20,000 or more. Make sure the option is “checked” and click on “Subject Tables” in the list on the right hand side.
5. Find where it says “Select the geographic type” and select “County” in the drop down box.
6. Next, go to the “Select a state” section and select “Oklahoma” in the drop down box.
7. The next section will say “Select a geography.” Choose your county and click “Next.”
8. Use the drop down list and find “Education.”
9. Scroll down to Education, click on S1501 “Educational Attainment.”
10. You should now have the most up to date census estimates for your county.
11. See following page for assistance on how to calculate data.

## How to Calculate the Estimated Number of Adults with Less than a High School Education



There is a wealth of helpful educational information available from the US Census Bureau.

Unfortunately, some of the specific information you may need will require you to do some calculations.

The following procedure will help you determine the number of adults with no high school education.

1. Use the information on the previous page to get to the correct FactFinder page.
2. The first section will cover the population 18-24 years. Note the number of people in that category by looking under the **“Total”** column.
3. Find the **percentage “Less than high school graduate.”**
4. Multiply the percent by the total **population 18-24** to find the estimated number **who did not graduate high school.**
5. Next, look at the section, **“Population 25 years and over”** and note the number of people in that category.
6. Find the listing **“Percent high school graduate or higher”** and multiply the percent by the total population 25 years and over.
7. This gives you the **number of people over age 25 with at least a high school education.**
8. Subtract **“Population 25 years and over with at least a high school education”** from **“Population 24 years and over”** to find the **number over age 25 with less than a high school education.**
9. Now add that number to the number you calculated in #3 (above) to determine the estimated number of people over the age of 18 with less than a high school education.

See next page for example of calculations for State of Oklahoma.

## Calculations for the State of Oklahoma (2005-2007 estimates)



Population 18 to 24 years	376,182
Less than high school graduate	19.4%

$$376,182 \times 19.4\% = 72,979$$

Population 25 years and over	2,311,130
Percent high school graduate or higher	84.2%

$2,311,130 \times 84.2\% = 1,945,971$  (number of people over age 25 with at least a high school education)

$2,311,130 - 1,945,971 = 365,159$  (adults over age 25 with less than a high school education)

$72,979 + 365,159 = 438,138$  (estimated number of Oklahoma adults 18 years and older with less than a high school diploma)

## Oklahoma High School Dropout Rate

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High School dropout rates are often used to help project illiteracy rates. These rates, along with other statistics including census figures, poverty rates, etc. are useful in estimating the percentage of individuals needing reading assistance in a community and/or county.

The statutory definition for school dropout in Oklahoma is “any student who is not attending school, is under the age of nineteen (19) and has not graduated from high school.” The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school district in which they reside is in session.

There are a number of ways dropout rates are calculated. According to the *Profiles 2007 State Report*, “the most holistic methodology follows students throughout their entire high school careers. At the end of the four years the total number of dropouts is divided by the number of students in the starting group minus those that may have transferred to other schools or left the state.

Dropout rates vary greatly from site to site and county to county across the state. The school with the highest rate (according to the *Profiles 2007 State Report*) was Nathan Hale in Tulsa, where 48.4% of the Class of 2007 dropped out in the 9<sup>th</sup> through the 12<sup>th</sup> grade. However, 88 Oklahoma high schools did not report a single dropout

for the Class of 2007 over the four year period. The four-year state dropout rate was 14.2%, a one-tenth of a percentage increase from the previous year.

For detailed information on each county or additional statistics, visit [www.SchoolReportCard.org](http://www.SchoolReportCard.org)

## 2007 Oklahoma Dropout Rate County Breakdown

Adair	23.4%	Lincoln	7.6%
Alfalfa	1.6%	Logan	8.4%
Atoka	7.9%	Love	6.1%
Beaver	2.4%	McClain	10.3%
Beckham	18.8%	McCurtain	6.0%
Blaine	1.5%	McIntosh	8.2%
Bryan	12.3%	Major	8.9%
Caddo	12.9%	Marshall	10.7%
Canadian	11.2%	Mayes	11.4%
Carter	19.8%	Murray	11.0%
Cherokee	13.9%	Muskogee	14.1%
Choctaw	11.1%	Noble	6.6%
Cimarron	2.2%	Nowata	4.8%
Cleveland	10.4%	Okfuskee	14.4%
Coal	5.9%	Oklahoma	16.2%
Comanche	9.7%	Okmulgee	8.0%
Cotton	6.6%	Osage	12.1%
Craig	7.4%	Ottawa	15.5%
Creek	11.5%	Pawnee	7.1%
Custer	10.9%	Payne	16.6%
Delaware	19.0%	Pittsburg	15.1%
Dewey	7.3%	Pontotoc	19.6%
Ellis	8.0%	Pottawatomie	15.3%
Garfield	7.7%	Pushmataha	21.1%
Garvin	12.7%	Roger Mills	7.6%
Grady	12.2%	Rogers	15.2%
Grant	6.1%	Seminole	11.6%
Greer	10.0%	Sequoyah	13.8%
Harmon	18.2%	Stephens	18.8%
Harper	5.4%	Texas	11.4%
Haskell	13.2%	Tillman	11.3%
Hughes	17.9%	Tulsa	18.2%
Jackson	10.0%	Wagoner	20.4%
Jefferson	6.9%	Washington	13.2%
Johnston	14.2%	Washita	3.3%
Kay	24.0%	Woods	15.3%
Kingfisher	4.4%	Woodward	11.5%
Kiowa	9.9%		
Latimer	6.3%	<b>State Average</b>	<b>14.2%</b>
LeFlore	4.1%		

## State Assessment of Adult Literacy

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In 2003, Oklahoma participated in a national literacy study sponsored by the National Center for Education Statistics of the US Department of Education. The state and national results of the study measured the English literacy of America's adults for the first time since the 1992 National Adult Literacy Survey. Oklahoma, along with Kentucky, Maryland, Missouri, Massachusetts, and New York now have state-level estimates of adult literacy.

The results were reported on three literacy scales—prose, document, and quantitative literacy. Instead of using grade levels to measure skills, the report used *Below Basic*, *Basic*, *Intermediate*, and *Proficient*. Following are explanations of the terms used in the report.

**Prose literacy:** the knowledge and skills needed to perform prose tasks including such things as reading and understanding news articles, brochures, and instructional information.

**Document literacy:** the knowledge and skills needed to perform document tasks such as reading and understanding job applications, maps, and food labels.

**Quantitative Literacy:** the knowledge and skills needed to perform quantitative literacy tasks or reading and computing numbers in such things as checkbooks, order forms, and calculating the tip from a dinner bill.

**Below Basic:** having no more than the most simple and concrete literacy skills

Example: signing a form

**Basic:** having the skills to perform simple and everyday literacy activities

Example: using a television guide

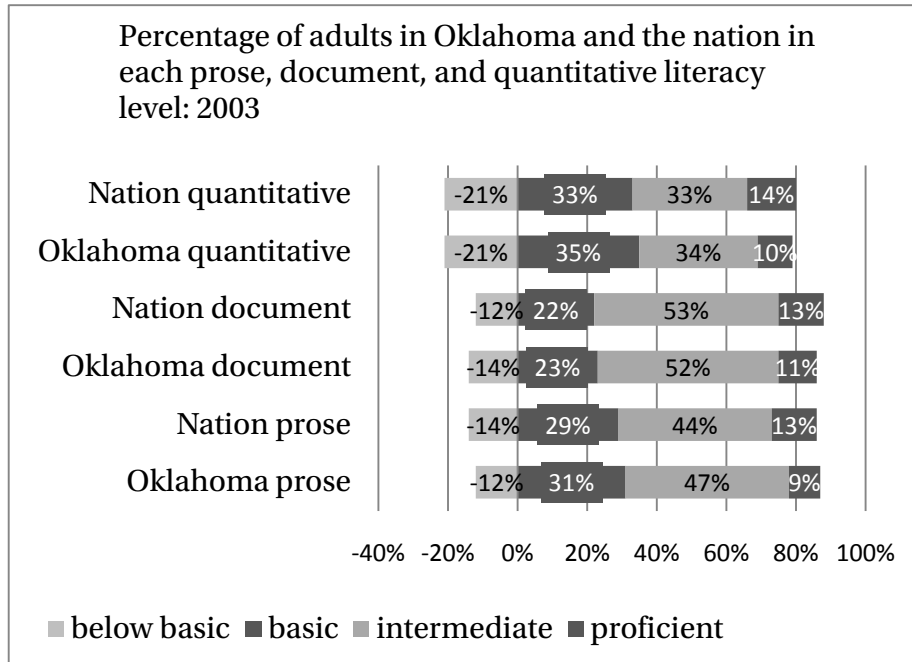
**Intermediate:** having the skills necessary to perform moderately challenging literacy activity

Example: identifying a specific location on a map

**Proficient:** having the skills necessary to perform more complex and challenging literacy activities

Example: comparing viewpoints in two editorial articles

The study indicated that 12 % of Oklahoma adults performed at the *Below Basic* level in Prose Literacy and 31% performed at the *Basic Level*. When considering individuals performing at *Below Basic* and *Basic* levels as potential literacy “customers,” the statistic is significantly higher than when using census or dropout statistics.



To view the entire Oklahoma SAAL report visit,  
[http://www.air.org/publications/documents/SAAL\\_OK.pdf](http://www.air.org/publications/documents/SAAL_OK.pdf)

State and County Estimates of Low Literacy can be found for all states including Oklahoma at <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>  
 These estimates report *Below Basic* levels only.

# The Local Literacy Group

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## Establishing a literacy program

Generally, a literacy program is formed to create a mechanism that will assist individuals in the community to increase their reading ability. Programs may begin with limited funding through a grant or through funds raised locally.

There are many ways in which local groups may organize effective literacy programs. The organization may be simple or fairly complex depending upon the needs of the community.

Things that should be considered are; formal organization, mission, goal development, long and short term planning, recruiting volunteers and students, funding, publicity, evaluation and tracking, advisory board, learner and tutor support, community support, existing services in the community, and the commitment of libraries, schools, businesses, local newspapers, and local broadcast stations.

The local literacy program may decide to become affiliated with ProLiteracy and should also consider joining the Oklahoma Literacy Coalition. If several persons or groups in a community are interested in the possibility of establishing a local literacy program, a representative should be selected to serve as a contact to receive mailings and referrals from the Literacy Resource Office of ODL. LRO will be happy to arrange a visit to any location to talk about literacy.

Once a literacy program is formed, it should sponsor a 12 hour tutor training workshop. There are many methods and formats that can be used for

tutor training. *Open Minds 2* training agenda can be found on pages 52-56 of this manual. Call the Literacy Resource Office to receive a copy of the training manual. Trainers willing to travel are listed in this manual in Appendix D.

In some areas, a group of individuals may not want to form an organized literacy program but still wish to tutor. The tutors may work in cooperation with a nearby literacy program or in some cases, participate in the training and work on their own. For assistance from LRO, call 800-522-8116.



Mary McLerran, learner at Ruth G. Hardman Adult Literacy Service, Tulsa

# Sample Goals and Activities

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## ① Implement a management system for the first year

### Operating Procedures

- Develop bylaws or operating rules for the program
- Prepare job descriptions for all volunteer positions
- Recruit and train an advisory board representing all sectors of the community
- Survey the community for literacy advisors, financial support, tutors, learners, and cooperative groups
- Hold a first annual meeting or recognition event for all involved in the program

### Public Relations

- Develop a speaker's bureau and present programs to local groups
- Write newspaper articles and be available for radio or TV interviews
- Publish a quarterly (or more frequent) newsletter
- Join state and national literacy organizations

## ② Provide service

### Tutors/Volunteers

- Locate persons wishing to become tutors
- Identify persons who wish to become literacy trainers
- Arrange for and hold \_\_\_\_\_ tutor training(s) (*insert the number of trainings to be held during the year*)
- Conduct support meetings for volunteers to share experiences and increase skills

### Learners

- Project number of learners that can be served in one year
- Locate individuals wishing to become learners

### Coordinator

- Match tutor/learner pairs
- Develop a resource list of local services
- Cooperate with the local library to obtain additional materials for adult learners
- Send tutors and learners to the statewide literacy conference

## ③ Evaluate learner progress and program effectiveness

### Assessment

- Implement the use of a learner assessment tool such as the WRAT-4 or the BEST
- Help learners determine long and short term goals
- Determine if the goals have been achieved
- Keep individual and confidential files on each learner and tutor
- Gather evidence of learner progress and follow-up with learners who drop out

### Continuing Education

- Ensure that tutor training provides information needed by the tutor
- Conduct in-service workshops for tutors
- Set up a system of continuing education for the board

### Recognition/Involvement

- Provide recognition for learners
- Encourage learners to attend special events, serve on the board of directors, and work on committees
- Form a learner support group

### Outreach

- Increase community awareness
- Ensure that the program is serving the needs of the community
- Look for other local organizations that may become literacy partners

## Boards

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### **An advisory board**

Many local literacy programs have found it useful to have an advisory board to aid in the support and direction of the organization. There are many tutors who wish to help others on a weekly, one-to-one basis. They may not like to attend organizational meetings. On the other hand, there may be some persons who do not wish to tutor every week, but would participate in monthly, bimonthly, or quarterly meetings.

An advisory committee is a good way to include prominent people in the community. These individuals often have connections and expertise that are useful to local literacy programs. A newspaper editor can suggest ways of creating awareness; a banker may offer help in keeping the books or fund raising; a grocer may put flyers in grocery sacks; a pastor might provide tutoring or meeting space; a school official might photocopy handouts.



### **A working board**

The board of directors should develop policies, procedures, and standards, and clearly delineate the roles and responsibilities of its members based on

each person's expertise. It should follow *Robert's Rules of Order* or some other authority, conducting business fairly and allowing for consideration of all viewpoints. Meetings should begin and end on time, follow an agenda, and be scheduled far enough in advance so all interested persons may attend. Absentees should be contacted. The board should conduct most of its business through committees with written job descriptions and hear regular reports of their progress. The board should approve an annual budget, have written policies about the handling of funds, and be actively involved in supporting the program financially. Board members should represent the literacy organization positively in other community organizations.

The board should remind members of the need for confidentiality for tutors and students. It should continually evaluate the program's progress, making changes when necessary. A board committee should provide orientation for new members, perhaps through a board member handbook that outlines the history of the organization, and includes the previous year's minutes, budgets, job descriptions, annual reports, newsletters, calendar, and activity list.

### **Ten basic responsibilities of nonprofit boards**

1. Create and periodically review the mission and purposes of the organization. This review will help to ensure the focus is maintained and the changing needs of literacy

learners, volunteers, and the community are met.

2. Recruit and hire the director. Develop a job description that addresses the needs of the program and outlines the expectations for the position.
3. Provide feedback to the director and support his/her efforts to carry out the duties assigned. A formal evaluation will provide documentation of job performance.
4. Ensure effective strategic planning. Analyze statistics and plan for funding, staffing, volunteer needs, learner needs, community needs, capacity, etc.
5. Ensure adequate resources. Work with the director to determine funds needed for operations, approve an annual budget, and assist in fund raising.
6. Assure that funds are managed effectively. Establish bylaws and policies and procedures to provide a system of checks and balances, for expenditures and contractual obligations of grants and funders. Boards should regularly review the organization's financial documents and procedures.
7. Determine the effectiveness of services and ensure they are consistent with the organization's mission and purposes. Work with the director to approve new services or to terminate those that are no longer needed.
8. Enhance the public image of the organization by ensuring ethical conduct of board and staff, positive press, timely and accurate reports, adequate training of tutors and confidentiality of learner records.

Additionally, programs receiving state funded grants must adhere to Open Meetings and Open Records Acts.

9. Serve as a court of appeal addressing problems that arise. Nondiscriminatory hiring practices and policies for service to individuals with learning disabilities should be in place.
10. Assess the board's ability and success in addressing and meeting its responsibilities. Ensure that each board member has the information needed to successfully carry out the duties required.(BoardSource)

#### **Open Meeting and Open Records Acts**

Literacy programs that receive state funds must adhere to Oklahoma Open Meetings/Open Records Acts. Essentially, those programs must do the following

- ensure that all board meetings are open to the public, providing written public notice at least 24 hours in advance of each meeting
- provide a list of all scheduled meetings for the upcoming year to the county or municipal clerk by December 2 of the preceding year
- keep minutes of all meetings and make them available for public inspection

For more detailed information, view [www.foioklahoma.org](http://www.foioklahoma.org) or contact the LRO to request the Open Meeting and Open Records Book.

**LRO has a well developed Board & Program Management Section in its lending library. Please see Appendix E.**

# Coordinators

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## **Literacy program coordinator**

A coordinator or contact person should be named by each literacy organization. This person's job description should be defined by the program and may include the following activities

### ① Manage office responsibilities

- Order supplies and materials
- Provide a system for lending materials
- Maintain program statistics and report to the board
- Publish a newsletter (include LRO on the mailing list)
- Maintain contact with LRO
- Send names of new tutors to LRO for inclusion on the state mailing list
- Assist the board with fundraising

### ② Manage learners and volunteers

- Create community awareness
- Identify and recruit persons who wish to become tutors
- Locate individuals who wish to become adult learners
- Schedule tutor trainings and continuing education. Advise LRO of upcoming training dates
- Provide assessment and tracking

## **Matching tutor/learner pairs**

The coordinator should evaluate both the tutor and learner data sheets when arranging a match for the tutoring process and inform the tutor and learner that if a match is considered unsatisfactory for any reason, they can be re-matched to achieve better learner progress. Learning will not

occur unless the tutor/learner relationship is successful.

## **Maintaining confidential files**

A confidential file should be kept for each tutor and learner and a system should be developed to keep track of matched tutor/learner pairs.

Each tutor's file should include a tutor data sheet which may have been completed at the tutor training session and copies of the monthly reporting calendar. If necessary, the coordinator should also remind tutors to turn in their hours. Information about the learners being tutored may be included in the tutor's file. Other items that might be included are copies of certificates from continuing education events and training attended and scholarships and awards received.

Each learner's file should include a learner data sheet. The file should also contain notes on progress, copies of diplomas, writings by the learner, newspaper or newsletter articles, and other pertinent information.

## **Board oversight**

Boards should be careful to include only the duties and responsibilities that can reasonably be done in the amount of time allocated for the coordinator position. The job description should be reviewed annually to ensure that it meets the changing needs of the program.

# Financial Management

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## Introduction

Even though the local program relies primarily on volunteer help, it will need some financial resources for program operation. The organization should establish a budget, raise funds, manage reimbursements, and keep accurate accounting records. An audit may be required by some funders including the ODL.



## Budget-sample expenses

Expenses for program management— may include postage, phone calls, stationery, scrapbooks, receipt books, ledgers, officer's notebooks, newsletter/brochure production, office space, utilities, furniture, answering machine, fax machine, copy machine, office supplies, awareness materials, fundraising materials, computers, software, and internet access.

Expenses for tutor training— may include fees for training sites, published tutor resource books, photocopying of handouts, \$50-\$100 honorarium for each certified trainer (agreed upon in advance), travel

reimbursement (contingent on available funds, ODL may be able to provide), snacks, and miscellaneous items such as name tags, etc. Much of this expense may be recouped through a training fee. If the program recruits a local training team, a trainer honorarium may not be required.

Expenses for continuing education— may include fees for guest speakers, scholarships for conferences, tutor and learner curriculum for persons unable to purchase their own, and supplementary books for loan as well as for sale.

Expenses for participation in outside literacy efforts— may include fees for joining the OLC, ProLiteracy, or other literacy groups. ProLiteracy membership entitles programs to a discount on books purchased from New Readers Press.

Other expenses— may include salaries for a coordinator, office assistant, and staff as needed.

When the board of directors determines how much money the program will need during the year, they can plan how best to reach this funding goal.

## Raising money

While most Oklahoma literacy programs are volunteer organizations, there are still operational costs. Ensuring adequate resources is a primary function of a nonprofit board. There are a number of ways to provide financial assistance for literacy efforts. Local programs have written literacy grants

to federal and state agencies. Others have received money from proposals written to the private sector and foundations. United Way provides funds to several Oklahoma literacy programs. Local businesses such as Wal-Mart, Dollar General, and Hastings, are active supporters of literacy. Donations, membership dues, sales, special events, and fundraising activities also provide necessary finances. Often forgotten but valuable is the support of in-kind donations. Time, office space, utilities, publicity, etc. provided by local businesses, churches, civic groups, and individuals can be significant.



Consider the following suggestions for fundraising

#### Membership dues—

Programs may charge a minimum fee for yearly membership as a source of revenue.

#### Workshop fees—

Literacy organizations should not lose money on tutor training sessions. Participants may enroll prior to trainings and pay a registration fee in advance. This will provide money to purchase the necessary materials and supplies, and will also discourage no-shows on training days. Determine a reasonable fee, by adding all training material costs. Your program may choose to pro-

vide a scholarship for individuals who cannot afford the fee. Consider providing a free one-year program membership to new tutors if your program has a membership fee.

#### Sale of tutoring materials—

Programs may provide learner/tutor materials from the general budget or may adopt a policy that tutors and learners purchase materials. Programs affiliated with Pro Literacy may receive discounts on book orders from New Readers Press. If the books are re-sold to the tutors/learners at the catalog price, the slight profit will cover the costs of shipping and perhaps allow for some supplementary books.

#### Donations—

Often individuals or groups will wish to support the program. If a group asks what the literacy program needs, offer several suggestions or send them a wish list. Suggest the purchase of materials for tutors or learners who cannot afford to buy their own. Someone or a group may wish to purchase supplementary materials on health or finance. If the group has a special interest, they may wish to purchase materials on that topic. For example, a car dealership might purchase materials on buying and caring for automobiles, a grocery store might purchase materials on healthy cooking. If the program is a 501(c)3 organization, the donation may be tax deductible.

#### Solicitation—

Literacy programs may also contact groups or individuals for donations. It is often better to ask for a specific dollar amount rather than just ask for financial help. This is a good time to ask for an in-kind donation. Could a

bank mail the newsletter? Could a grocery store include the program flyer in its bags for a week? Could a business donate a computer? Could a church provide space for an office?

#### United Way—

Several volunteer literacy programs receive community funding. Check with local organizations for the proper application forms. Remember that there are generally some accountability conditions that come with this money.

#### Grants—

From time to time, grants are announced by ODL, Dollar General Stores, ProLiteracy, etc. Apply for all of them; grant writing takes practice. Read all the directions carefully, and write specific answers for each part in the order of the requirements.

Remember to state the amount being requested, its intended use, how the program will prove that funds were spent as planned, how the program intends to continue after the grant money is gone, and how the project's success will be determined.

Finally, have someone unfamiliar with the program read the proposal to see if it is clear, specific, and logical and edit for grammar and spelling.

For a catalog of publications for writing grant proposals, contact

The Grantsmanship Center  
PO Box 17220  
Los Angeles, CA 90017  
213-482-9860  
<http://www.tgci.com/publications.shtml>

#### Special events—

Events often take a good deal of time and personnel so they should be balanced with the amount of money expected to be raised.

If the program only wanted to raise \$100, it might be faster and easier to get 4 people each to donate \$25.

Additional benefits of events are gaining publicity and involving all the volunteers in a common goal.

Events that have proven successful in Oklahoma are walkathons or races; food booths at local festivals; pancake breakfasts; basket auctions; spelling bees; Scrabble tournaments; and book sales.

When planning fundraising events consider purpose, goal, best time of the year, budgeting (remember some money up front will be needed to produce the event), timetable, persons needed, publicity, last minute details, clean up, thank you notes, evaluations, and filing all records for future planning.

**The LRO has material on event planning available from its lending library. Call for information.**

#### Sale of merchandise—

Literacy programs may also raise money by selling items. Merchandise that has been sold in Oklahoma includes t-shirts, hats, pins, stationery, coffee mugs, bookmarks, and tote bags. Other ideas are calendars, pens, key chains, and notepads. Programs should collect and pay taxes on items sold.

There are many sources for promotional items. Call the LRO for catalog information.

### Managing funds

In order to protect literacy funds, local programs should establish a system for managing funds. Procedures will vary depending on the size of the program, amount of money, qualifications of the treasurers, and requirements of funders.

At minimum, two board officers, should be empowered to sign checks.

No check should be issued without a claim form or invoice.

Requests for payment should be submitted on a standard form and should include who is requesting payment, the amount requested, and the purpose of payment. Receipts should be attached to the invoice.

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### Sample

#### Reimbursement Form

Request for Reimbursement of Payment of Invoice

Date \_\_\_\_\_

Name of individual or business requesting payment \_\_\_\_\_

Name to be written on check \_\_\_\_\_

Purpose of expense \_\_\_\_\_

Attach a copy of the receipt or invoice and submit to

Treasurer, XYZ Literacy Program

Anytown, OK

I approve this request for payment

I disapprove this request for payment for the following reason

\_\_\_\_\_  
Signature of President

\_\_\_\_\_  
Date

I certify that check number \_\_\_\_\_ has been issued in payment of the above request.

\_\_\_\_\_  
Signature of Treasurer

\_\_\_\_\_  
Date

## **Reporting literacy program funds**

- elect a treasurer who will accept responsibility for the accounting of funds; provide description of the treasurer's duties in the bylaws
- maintain an accurate, current checkbook balance
- maintain and provide current income and expense reports
- require accurate documentation of reimbursements
- give the treasurer's report at each board and annual meeting providing monthly and year to date balance sheets to the board of directors
- collect and report sales tax on all funds raised
- make tax payments either at the end of each month or on a one-time basis at the end of the project as required by the Oklahoma Tax Commission (OTC). Payment should be made using the Oklahoma Sales Tax Report which can be obtained from OTC
- have an audit each year and before transferring books to a new treasurer
- prepare reports as needed for IRS, grantors, etc.
- maintain a separate account or ledger for each grant or special designated fund
- provide proof of IRS contributions regarding employer/employee tax responsibilities
- maintain copies of final IRS reports for the end of the year showing employee and employer matching deductions for the fiscal year

**NOTE:** When making IRS payment for employees, the report must match the total at the end of the year. The employer must pay FICA and Medicare portions, matching the employee's

portion. Contact OTC for instructions to ensure compliance with Oklahoma reporting requirements.

Information and reports may be obtained from

Oklahoma Tax Commission  
PO Box 26850  
Oklahoma City, OK 73126-0850  
405-521-3279  
[www.oktax.state.ok.us](http://www.oktax.state.ok.us)

Information regarding federal taxes may be obtained by calling 800-829-4933.

## **In-kind support**

Businesses or organizations may be willing to provide supplies or a service which are referred to as in-kind donations. Local programs should not overlook in-kind support. The value of in-kind donations should be included as an indicator of community support when applying for grants.

Examples of in-kind donations include

- photocopying
- postage
- inclusion of literacy information in bank or utility mail-outs
- inclusion of literacy information in club or business newsletters
- computers/technical service
- office space, utilities, internet
- bags or folders for workshops
- expertise or speakers for topics such as board development, fundraising, goal setting, motivation, computer training, etc. Take note of changes in the business community for other kinds of donations and discounts.

When a company changes its name or ownership, ask for

- old envelopes and letterhead (the old name and address can be cut off or covered with literacy stickers)
- pencils, bags, etc.



When a company goes out of business, ask for

- office supplies, desks, chairs, filing cabinets, computers, etc. The company may be willing to donate the items or sell them at a discount.

When a company is updating or redecorating, ask for

- gently used carpeting
- equipment (computers, phones, etc.)
- furniture

Be sure to send supporters a thank you letter or certificate of appreciation. If appropriate, programs may feature the donation with an article and/or picture in the newsletter or newspaper.

**LRO has a well developed Financial Management Section in its lending library. Please see Appendix H.**

# Quality Standards

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## Introduction

In 1997, 30 individuals representing 19 literacy organizations throughout the state met to identify quality indicators for Oklahoma literacy programs. Standards were adopted in areas of: governance, program management, program operations, volunteer development, and learner services. These quality standards, reviewed and revised in 2006, are meant to encourage excellence in Oklahoma's volunteer adult literacy programs. The Oklahoma Department of Libraries (ODL) has adopted the standards for ODL Community Literacy Grants as criteria for eligibility and encourages the adoption of these standards by local programs. As a benchmark for a well run literacy program, it is recommended that local boards review these standards and their program's accomplishments on an annual basis.

## Governance

### A. Board of Directors/Advisory Group

A volunteer literacy program should have a system of accountability in the form of a board of directors and/or advisory group. This group should represent a cross-section of private and public sector agencies, business and industry representatives, and the program's learners, and volunteers. Literacy programs that operate as part of a government agency or public library may follow the governance procedures established by the governing agency.

### B. Responsibilities of a Board/Advisory Group

The role of the board of directors and/or advisory group is to:

- a. determine, update, and support the organization's mission and purpose
- b. create written bylaws and policies
- c. develop written board committee and officer job descriptions
- d. ensure effective organizational planning
- e. determine the organization's programs and services
- f. recruit and provide orientation for new board members
- g. select, support, and evaluate the literacy director
- h. ensure adequate resources
- i. see that resources are managed effectively
- j. enhance the organization's public image
- k. participate in annual board training
- l. assess its own performance

### C. Coordination of Board of Directors/Advisory Group

A program should have a staff member, either paid or volunteer, who is responsible for coordinating the activities of the board and/or advisory group.

### D. Organizational Documents

A program should have written organizational documents that are re-

viewed and updated on a regular basis including

- a. 501(c)3 non-profit status
- b. non-discriminatory hiring practice in the event of paid staff
- c. adherence to Open Meetings, Open Records laws
- d. bylaws
- e. policies

### **Program Management**

#### **A. Mission Statement**

A program should have a mission statement that specifies its goals and objectives and reflects the needs of the community.

#### **B. Long Range Plan**

A program should have a long range plan that

- a. delineates the activities to be carried out
- b. identifies program goals and objectives
- c. defines program capacity
- d. evolves continuously

#### **C. Short Range Plan**

A one-year operational plan should be developed to move the program toward meeting the goals and objectives set forth in the long range plan.

#### **D. Fiscal Management**

A program should have

- a. an annual budget that is approved by the board or advisory group
- b. an annual financial review or audit that is conducted by an external party
- c. an accounting process that will support a successful audit
- d. a position and practice regarding insurance including program liability,

worker's compensation, health benefits, etc.

- e. a reasonable expense allocation for serving learners diagnosed with disabilities

#### **E. Human Resource Management**

A program should have

- a. written personnel policies that are reviewed at least annually, including compliance with non-discrimination and Americans with Disabilities Act requirements
- b. written job descriptions for all paid and volunteer staff
- c. a formal performance review system for salaried employees
- d. policies and procedures for employment including signed contract for salaried employee or signed agreement for independent contractor
- e. budgeted funds for staff development activities
- f. a definition for serving the needs of learning disabled learners within the program's abilities

#### **F. Resource Development**

A program should have

- a. a process for recording the actual costs of operating the program
- b. a fund raising plan that includes budgeted activities and diversified strategies for soliciting fiscal as well as in-kind support
- c. a board/advisory group or other equivalent group that has the necessary training to carry out financial responsibilities

#### **G. Program Evaluation**

A program should have

- a. a system for collecting ongoing information about program partici-

pants, tutor and learner retention rates, and learner achievement

- b. a process for analyzing this data, at least semiannually, in order to assess a program's success and help redesign program activities
- c. a process for evaluating the outcomes of specially funded activities
- d. affiliation with the Oklahoma Literacy Coalition (OLC) and/or nationally recognized literacy organizations

### **Program Operations**

#### **A. Capacity**

Programs should have a process in place to

- a. determine the number of learners that can be served by the program
- b. determine when additional resources are required to meet the program's needs
- c. determine if screening for learning difficulties is necessary and desired by the learner

#### **B. Partnerships/Information**

In order to build and support partnerships, and to keep abreast of the latest literacy information, resources, materials, and training opportunities, programs should

- a. be knowledgeable of local, state, and national literacy initiatives and promotions
- b. develop and exchange local newsletters and subscribe to appropriate publications
- c. attend conferences and meetings
- d. access literacy information on the internet
- e. become familiar with local and area literacy providers and resource agencies such as health providers,

Department of Human Services (DHS), courts and law enforcement, children's services, Head Start, Adult Basic Education (ABE), local colleges, service clubs, libraries, cooperative extension services, employment offices, and churches

#### **C. Public Relations**

A program should promote its activities and services by developing a public relations/awareness plan. The plan should include efforts to

- a. promote public awareness about literacy programs
- b. reach a broad range of community groups
- c. involve learners in the public relations process
- d. communicate with the media on an ongoing basis
- e. use a variety of print and non-print materials

#### **D. Services**

The services offered by a program should

- a. be broad based and address the needs of a variety of learners
- b. match the program's objectives and learners' goals, needs, and interests
- c. provide for the logical progression of skills
- d. address the transfer needs of learners who plan to continue their education

#### **E. Instructional Materials**

A literacy program should have instructional material that

- a. is learner-centered

- b. uses a variety of approaches that includes an active role for the learner
- c. is appropriate for the various learning styles of program participants
- d. addresses the needs of culturally diverse adults
- e. includes a variety of formats and contexts, using different types of technology where possible
- f. includes enrichment materials that can be used to supplement standard program materials
- g. provides for appropriate materials for learners with characteristics of learning disabilities

#### **F. Literacy Trainers/Tutor Training**

To assure quality tutor training, programs should

- a. have at least one tutor trainer or have access to one through collaboration with another literacy program
- b. encourage each trainer to complete a minimum of three hours of continuing education each year
- c. be responsible for monitoring the performance of trainers annually
- d. analyze training needs and develop a plan for revision of training practices to meet the needs of tutors and learners

### **Volunteer Development**

#### **A. Recruitment**

A program should have a recruitment plan to

- a. identify target populations of potential volunteers
- b. specify strategies for reaching the target population of volunteers

- c. use varied approaches to recruit volunteers who are appropriate matches for the program
- d. determine the number of volunteers that can reasonably participate in a program

#### **B. Tutor/Volunteer Training**

Tutor training should include

- a. an orientation and initial screening process for the volunteers
- b. at least one tutor training per year
- c. an effective, structured training program that incorporates the following guidelines
  - i. at least twelve hours of basic literacy training with an additional three hours training for ELL tutors
  - ii. information on the following topics: learner-centered planning and sensitivity, learning strategies, characteristics of learning disabilities
  - iii. at least one in-service training per year
  - iv. a process for training and monitoring the performance of volunteers who perform non-tutoring functions for the program

#### **C. Tutor Certification**

Written certification should be presented by the trainer after volunteer tutors have successfully completed the training.

#### **D. Effectiveness of Training**

Programs should determine the effectiveness of training and the quality of instructional activities of tutors by

- a. evaluating trainings
- b. conducting follow-up surveys

## E. Volunteer Management

A literacy program should have

- a. a process for recording all training activities in which volunteers participate
- b. a communications network for disseminating information to volunteers and getting information from volunteers
- c. a formal recognition process for volunteers

## Learner Recruitment, Intake & Development

### A. Learner Recruitment

Activities should be varied and include

- a. identification of the target populations of potential learners
- b. specific strategies for reaching the target populations of learners
- c. a process for monitoring recruitment activities to determine whether program participants are representative of the target populations

### B. Learner Intake and Initial Assessment

Intake and placement activities are important for assessing a learner's strengths and weaknesses and for developing an appropriate instructional program. In order to place learners in an appropriate tutoring arrangement, a program should have

- a. an intake process to determine a new learner's literacy strengths and weaknesses, goals, special needs, and learning styles
- b. tools for a formal assessment of a learner's reading level; the Wide Range Achievement Test (WRAT) is recommended for use alone or in conjunction with other assessment

tools for basic literacy learners or Basic English Skills Test (BEST) for ESL learners

- c. a process for clarifying the expectations of a learner and the services that the program can offer to meet those expectations
- d. a system for matching a learner with an individual tutor or group
- e. an established learner orientation procedure
- f. a process for ensuring an appropriate and effective instructional setting
- g. a process for reassigning learners and tutors when the relationship is not functional or otherwise requires a change
- h. a procedure for referring learners whose educational goals can best be met by other programs

### C. Ongoing Assessment

Regular reassessment should be conducted to monitor each learner's progress and to determine overall achievement. The program's assessment process should

- a. utilize assessment tools that accurately reflect a learner's progress toward his/her goals and establish new goals as needed
- b. actively involve the learner in the assessment process and goal setting
- c. reassess all learners after 80 hours of instruction or one year whichever comes first
- d. utilize assessment data to analyze learner progress

#### **D. Learner Retention**

To address learner retention, programs should

- a. try to determine the reason a learner leaves a program
- b. develop a plan to address identified retention problems

#### **E. Learner Development**

The involvement of learners is critical to their motivation and success. A program should have a process for involving learners that includes

- a. a learner support group or equivalent that provides opportunities for learners to meet together for continuing education and/or personal development
- b. opportunities for learners to participate in and evaluate program planning and operation activities
- c. documentation of the ways in which learners have participated, including being members of the board of directors, learner articles in the newsletter, learner speaker's bureau
- d. identifying and implementing a process for acknowledging learner progress, achievements and contributions

- e. strategies to transition learners to other programs as their skills develop and needs change

#### **Performance Measures**

Literacy programs should collect and maintain records and statistics in the following areas

##### **A. Information on Learners and Tutors**

Include number of learners, learner profiles, number of learner hours, number of learners interviewed but referred or never tutored, number of learners assessed at intake, number of learners regularly assessed to measure progress, reasons for leaving (learners), number of tutors trained, number of active tutors, number of volunteer hours (tutors), reasons for leaving (tutors), and number of non-tutoring volunteers

##### **B. Information on the Community community profile**

##### **C. Information on Funding Sources donations, grants, contracts, foundations, in-kind support**

##### **D. Partnerships cooperative projects, outreach**

Revised 4/2008

# Sample Bylaws

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## Sample bylaws

In order that all members of the group understand the rules under which they are working, have the ability to change those rules, and to avoid future problems, bylaws should be adopted. Review the bylaws annually and amend as necessary.

### Article I

#### Name

The name of this organization is \_\_\_\_\_.

### Article II

#### Purpose

The purposes for which the program is organized are

##### Section 1

To recruit and tutor English speaking and/or non-English speaking adults needing improvement in speaking, reading, and writing skills.

##### Section 2

To train and provide refresher training for tutors, trainers, and leaders.

##### Section 3

To promote interest and cooperative efforts of the citizens of the area in the activities of the literacy program.

##### Section 4

To work cooperatively with other literacy projects in the community and in the state of Oklahoma.

### Article III

#### Membership

##### Section 1

Members shall be officers and directors of the program, all persons trained in literacy workshops, and all persons who work in an advisory or supportive capacity. Membership dues shall be \$ \_\_\_\_ per year (or on a sliding scale to provide for organizational memberships, supporting memberships, etc.).

##### Section 2

No person shall be denied membership in the organization on the basis of race, color, sex, age, nationality, or physical handicap.

## Article IV

### Governance

#### Section 1—Board of Directors

The officers of the program shall be a Board of Directors consisting of members who shall be elected for a three year period, with one third standing for election each year. The Board shall have general direction over the affairs of the program and shall be responsible for carrying out its policies.

#### Section 2—Executive Committee

The Executive Committee shall be the President, Vice-President, Secretary, Treasurer, and the Immediate Past President. They shall serve a term of \_\_\_\_\_ year(s).

#### Section 3—Vacancies

Vacancies in the unexpired terms of Board members with more than four months remaining in the term shall be filled by Executive Committee appointment after advance notice to the Board of Directors.

## Article V

### Officers

Each officer shall be responsible for the keeping of records, conducting correspondence, and supervising committees that fall under the direct duties of that office in addition to those responsibilities below. All officers must be members of the program.

#### Duties of Officers

The specific duties of each office shall be

**President:** Shall serve as Chairman of the Board of Directors and the Executive Committee. Shall preside at all Board, annual, and special meetings. Shall give leadership in developing and implementing the annual objectives and management of the program. Shall appoint chairpersons subject to the approval of the Board. Shall serve as an ex-officio member of all committees except the Nominating Committee.

**Vice President:** Shall assume the duties of the President upon the President's request or absence. Shall perform special duties assigned by the Board.

**Secretary:** Shall be responsible for the maintenance and distribution of minutes of all meetings. Shall handle all official correspondence of the program. Shall send notices of all meetings and ensure that the program operates in accordance with Oklahoma's Open Meetings/Open Records Acts, if required (see page 28 of this manual for more information).

**Treasurer:** Shall collect all contributions, fees, and monies for workshop material. Shall keep accurate record of all receipts and disbursements. Shall pay bills by check promptly following receipt of voucher approved by the President. Shall render statements at board and annual meetings. Shall prepare and send to the Oklahoma Tax Commission and/or Internal Revenue Service and/or United Way,

and/or any other group requiring accounting information any forms the program is required to file. Shall order all books and supplies needed for training sessions in the absence of a supplies chairman.

## Article VI

### Committees

#### Section 1—Committee Chairpersons

Shall be appointed by the President with the approval of the Executive Committee to carry out the activities of the organization.

#### Section 2—Committee Members

Shall be appointed by the President after consultation with the Chairperson, and after solicitation with members about their preferences for service.

#### Section 3—Committee Meetings

Will be called by the Chairpersons as necessary, to conduct the business for which the committees were established. At least two weeks notice for committee meetings should be provided.

#### Section 4—Types of Committees

**Executive Committee:** The officers and immediate past president will comprise the Executive Committee. They will guide the direction of the organization and approve committee chairperson selection.

**Nominating Committee:** Three persons shall be selected to be a nominating committee. They shall choose their own chairperson. They will solicit names for directors of the council and officers, and upon agreement from the nominees, offer a slate of candidates to the members to be voted upon at the annual meeting.

**Other committees:** These shall be appointed as needed and may include committees for membership, program, audit, fund raising, etc.

## Article VII

### Meetings

#### Section 1—Board Meetings

The Board of Directors shall meet at least quarterly at the call of the President or when requested by a majority vote of the board members.

#### Section 2—Annual Meetings

Each annual meeting of the Program shall be held during the month of \_\_\_\_\_, yearly, with the date and place to be determined by the board and announced to the membership at least 30 days before the meeting.

### **Section 3— Special Meetings**

Other meetings of the board of directors may be called by the President or any three directors.

### **Section 4— Quorum**

A quorum for the transaction of business at regular or special meetings shall equal the majority of the membership of the board.

## **Article VIII**

### **Financial Matters**

#### **Section 1—Funding**

Funds for the support of the program may be secured from contributions, donations, workshop registration fees, sale of books and materials, membership dues, grants, foundations, fund raising events and other approved sources.

#### **Section 2—Fiscal Year**

The fiscal year of the Program shall be from January 1 through December 31.

## **Article IX**

### **Parliamentary Authority**

The program shall be governed in its meetings by parliamentary law as contained in *Robert's Rules of Order, Revised*.

## **Article X**

### **Amendments**

The bylaws may be amended by a two thirds vote of those members present at a membership meeting given with the call to meeting at least seven days prior to the meeting provided that the proposed amendment(s) have been recommended by the board.

## **Article XI**

### **Dissolution**

In the event of the dissolution of the program, all assets shall be transferred to *(the local library, the Oklahoma Literacy Coalition, or other organization of choice)*.

## **Article XII**

### **Indemnification**

#### **Section 1—Indemnification**

The corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to a proceeding, whether civil, criminal, administrative, or investigative by reason of the fact that he is or was director, advisor, officer, employee, or agent of the corporation, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interest of the corporation.

#### **Section 2—Authorization of Indemnification**

Any indemnification shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the director, advisor, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct. Such determination shall be made by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding; or if such quorum of disinterested directors so directs, by independent legal counsel in a written opinion; or by the members.

#### **Section 3—Insurance**

The corporation shall have the power to purchase and maintain insurance on behalf of any person who is a director, advisor, officer, employee, or agent of the corporation.

# Recruiting Volunteer Tutors

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## **Type of Work**

Volunteer tutors help adults learn to read using structured, proven methods. They generally work one-to-one, free of charge, and confidentially.

## **Training**

Tutors must complete a basic course to learn to use the materials and to understand the ways adults learn. The tutor trainings are given frequently throughout the state, and they average 12 hours in length.

## **Cost**

Usually there is no charge for the training, but a small fee may be charged to cover the cost of materials, handouts, and refreshments. Local programs determine how much, if anything, is charged. Local service agencies or businesses may support the program by sponsoring workshops.

## **Value of Volunteer Time**

Volunteers provide an organization with many intangible benefits that cannot be measured easily, such as labor, expertise, and community support. For this reason, it is difficult to put a dollar value on volunteer time.

However, organizations frequently need such a dollar value to measure and document the amount of service provided by volunteers. This amount is useful to organizations for recognition and demonstration of community support. According to the Financial Accounting Standards Board (FASB), organizations can also use the value of volunteer services on financial statements, including internal and external statements, grant proposals, and

annual reports. Please visit FASB's website, [www.fasb.org/pdf/fas116.pdf](http://www.fasb.org/pdf/fas116.pdf) for more information and for regulations on the use of the value of volunteer time on financial forms.

The value of volunteer time is calculated annually by Independent Sector with information from the Bureau of Labor Statistics. For 2007, the estimated dollar value of volunteer time is \$19.51 per hour. Please visit Independent Sector's website, [www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html) for more information.

## **Place of Work**

An agreement will be made between tutor and learner as to the best place to meet for their private lesson. The location should be convenient and non-threatening for each member of the pair. Remember that schools may have been a place of failure for the learner, so consider libraries and churches. Sometimes banks and fire stations have been used.

## **Hours**

Tutors should expect to work with their learners at least one hour per week for a minimum of one year. Some learners will progress much faster than others because of high motivation, higher level starting skills, and fewer outside distractions. Age and physical condition may also play a part. Tutors need to be flexible.

## **Learner Placement**

The literacy coordinator should have information available about each learner and tutor and try to make a successful match. Tutors contact their

learners and make arrangements for the initial meeting. If a match should prove unsatisfactory to either learner or tutor, the coordinator should endeavor to reassign them.

### **Qualifications**

No professional teaching skills are necessary, but tutors should be willing to make the time commitment, have a great deal of patience, and have the ability to work with persons from different social strata. Young persons are often successful working with learners their own age. Prisoners, the homeless, welfare recipients, and former learners have all become successful tutors, and often can relate very well with other new learners.

### **Benefits**

There is no salary, but materials and mileage may be tax deductible. The biggest benefit is the thrill of hearing that a young mother has been able to read a story to her child for the first time or an individual has been able to fill out his first job application!

### **Responsibilities**

Tutors should begin and end each lesson on time. They should identify the learner's special interests and goals and make sure some time is spent in those areas. Encourage the learner to keep a list of short term goals, and see that these are addressed and accomplished. Encourage the learner and praise his efforts. Accept each learner as he is. Keep accurate records of hours tutored along with learner progress and turn them in as required. If tutoring must be halted, advise the

learner/tutor placement coordinator or program coordinator.



Tutor with learner, Ponca City Area Literacy Council

### **Warning**

Tutors should be aware that adult learners often experience problems in their personal lives. Reading tutors should stick to their specialty and avoid becoming marriage counselors, psychiatrists, bankers, etc. They can best help in these additional areas by being supportive and encouraging a positive self concept in the learner. Tutors should refer learners for hearing and vision testing and to social services agencies if this is appropriate. Some learners have unrealistic learning expectations and may think they can learn to read in a month or two. Tutors should explain that the process takes time, dedication, and effort. Tutors are there to help. Adult learners will start at the beginning and learn as quickly as they can.

**The Literacy Resource Office has a well developed Volunteer Management Section in its lending library. Please see Appendix O.**

# Sample Volunteer Tutor Job Description

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## Volunteer Tutor Job Description

The XYZ Literacy Program tutors provide basic literacy instruction to adult learners seeking to improve their reading and writing skills. Instruction takes place at the library or at other sites recommended by the literacy director. Tutors must be at least 18 years old and have a high school diploma or equivalent.

## Training

Tutors are required to attend a 12 hour Open Minds tutor workshop which includes a one hour orientation. Following the workshop, tutors must participate in a minimum of 2 hours of related continuing education annually.

## Requirements

XYZ Literacy Program tutors:

- \* must be patient, sensitive, dependable, and flexible;
- \* must be able to make a one year commitment as a tutor;
- \* should meet with a learner for a minimum of one and a half hours each week at a regularly scheduled time and place;
- \* assist the learner in identifying specific learning goals;
- \* work with the learner and the program director to select appropriate curriculum and teaching materials;
- \* set aside time each week to plan reading and writing lessons that will help the learner achieve his/her goals;
- \* assist the learner to develop a portfolio of his/her writings;
- \* attend bi-annual meetings with the learner and program director to discuss progress and to review the learner's recent assessment;
- \* periodically acknowledge the learner's progress and success;
- \* submit monthly tutoring reports to the program director to report tutoring hours, resources needed, and any problems or concerns;
- \* treat learners with respect and maintain a learner-centered team approach to learning;
- \* maintain learner confidentiality;
- \* notify the literacy director of changes in your address and/or changes in your learner's address.

## Resources and Support

In addition to regular communication with the program director, tutors benefit from:

- \* visiting the literacy office to review and check out support materials for tutoring, including curriculum, accommodations, and learning games;
- \* attending special learner events, fund raising events, annual meeting, and continuing education opportunities;
- \* sharing success stories for possible inclusion in the program newsletter, website, and brochure;
- \* making use of the literacy computer lab to enhance the learner's skills.

Please call the XYZ Literacy Program at 000.000.0000 for information about upcoming tutor training workshops.

I understand and accept the responsibilities of being an adult literacy tutor.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

Thanks to the San Francisco Public Library literacy program, the Ruth G. Hardman Adult Literacy Service (Tulsa), and the Great Plains Literacy Council (Altus) for inspiring this sample job description. Oklahoma program boards may adapt this job description as necessary to fit local program needs.

## Tutor Training Workshops

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A certain amount of planning must take place before the beginning of any tutor training workshop.

Local programs should select a trainer from Appendix D several weeks prior to the workshop. If local training teams are unavailable, contact LRO for assistance. An honorarium should be offered to all trainers who are not local council members. The suggested amount for each certified trainer is \$50-\$100. Travel expenses for trainers coming from other towns or areas will be paid by ODL according to the state rate, as long as the workshop was registered with ODL (see Appendix R).

The dates, times, and places of workshop sessions should be determined, and this information should be provided to LRO for the literacy calendar.

A budget should be created to cover expenses. Consider honoraria, workbooks, handouts, refreshments, room rental, etc. Decide how many participants will be in the workshop to determine the fee that should be charged. The cost will vary depending on the books and supplies provided.

Books and other materials should be ordered from New Readers Press or other sources as appropriate. Allow plenty of time for shipping.

Some training presentations may require a VCR and monitor, a laptop and LCD projector, etc. Confirm with the trainer what equipment will be needed and ensure that it is available (and in working condition) prior to the workshop. LRO has technology kits containing laptops, cameras, LCD projectors, etc. available for check out.

Publicity should begin for recruitment of potential tutors. These persons should be registered in advance and their fees collected. **ODL will send a training team or reimburse trainers only if ten or more people are registered!**

Rooms should be large enough to accommodate table space for each tutor, several tables for displays, a blackboard or easel, lecture stand, area for presenters to sit while not presenting, and an area where snacks can be served during breaks. If workshops are to be conducted on successive days, lock the room in order to keep the materials undisturbed.

Arrangements should be made for photocopying or purchasing of handouts and workshop folders should be prepared for each participant. Each participant should receive a workshop agenda (a sample workshop agenda can be found on the following pages of this manual).

Arrangements should also be made for name tags and a sign-in area. At least one hour should be allowed for room setup. Consider requirements for refreshments and schedule time for breaks during the training.

After the workshop, a list of the participants (including addresses and telephone numbers) should be sent to LRO. New tutors will receive the statewide newsletter, *Literacy Notes*. Programs should also keep the same information on file, as well as submitting required paperwork to ProLiteracy America and other state or national organizations.

# Tutor Training Workshop Sample Agenda

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## Open Minds 2 Innovative Strategies for Oklahoma Literacy Instruction Tutor Training Agenda

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### Orientation/Introduction 60 minutes

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Music playing as participants arrive

Welcome and Introductions 3 minutes p. 2

Challenges of Illiteracy 15 minutes p. 3

Statistics, Reasons for Illiteracy 10 minutes p. 5

Statistics, Reasons for Illiteracy—PowerPoint Script p. 7

About the Local Literacy Program 15 minutes p. 13

Adult Learner/Tutor Speaker 10 minutes p. 17

Follow-up Information and Questions 7 minutes p. 18

# Open Minds 2

## Innovative Strategies for Oklahoma Literacy Instruction

### Tutor Training Agenda

<b>Module 1</b>	<b>2 hours</b>	
<hr/>		
Knowing our Learners *Meeting their Needs		
<u>Icebreaker/Introduction of Training Team</u>	15 minutes	p. 2
<ul style="list-style-type: none"><li>• distribute tutor resource <i>book</i></li><li>• distribute review <i>BINGO</i>, if using this format</li></ul>		
<u>Principles of Adult Learning</u>	10 minutes	p. 10
Characteristics and needs		
<ul style="list-style-type: none"><li>• review of homework assignment from Verizon Thinkfinity Literacy Network</li><li>• <a href="http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html">http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html</a> 90 minute self directed on-line course <i>Principles of Adult Learning</i></li></ul>		
<u>Multisensory, Multi Motor Learning</u>	40 minutes	p. 12
How adults learn best		
<u>Goal Setting</u>	40 minutes	p. 20
Making learning relevant		
<u>Review and Questions</u>	15 minutes	p. 24
<ul style="list-style-type: none"><li>• <i>BINGO</i></li></ul>		

**Open Minds 2**  
**Innovative Strategies for Oklahoma Literacy Instruction**  
**Tutor Training Agenda**

<b>Module 2</b>	<b>3 hours</b>	
<hr/>		
<b>Teaching Reading</b>		
<b>Welcome/Opener</b>	10 minutes	p. 2
<hr/>		
<ul style="list-style-type: none"><li>• welcoming activity</li><li>• distribute Module 2 Review</li></ul>		
<b>Curriculum</b>	90 minutes	p. 6
<hr/>		
Published material		
<b>Reading Strategies</b>	35 minutes	p. 12
<hr/>		
Reading with understanding		
<b>Language Experience Approach</b>	35 minutes	p. 17
<hr/>		
The learner's story		
<b>Review and Questions</b>	10 minutes	p. 20
<hr/>		

**Open Minds 2**  
**Innovative Strategies for Oklahoma Literacy Instruction**  
**Tutor Training Agenda**

<b>Module 3</b>	<b>3 hours</b>	
<hr/> <b>Customizing</b>		
 <u>Icebreaker</u>	10 minutes	p. 2
<ul style="list-style-type: none"><li>• distribute PACE cards</li></ul>		
 <u>Accommodations</u>	90 minutes	p. 3
<u>Overcoming obstacles</u>		
<ul style="list-style-type: none"><li>• Visual Stress Syndrome</li></ul>		
 <u>Lesson Planning</u>	70 minutes	p.11
<u>Before the lesson</u>		
<ul style="list-style-type: none"><li>• tools that help</li></ul>		
 <u>Review and Questions</u>	10 minutes	p. 16
<ul style="list-style-type: none"><li>• Learning objectives for Module 3</li></ul>		

# Open Minds 2

## Innovative Strategies for Oklahoma Literacy Instruction

### Tutor Training Agenda

<b>Module 4</b>	<b>3 hours</b>
<hr/>	
You're a tutor	
<u>Brain Gym Activity</u>	5 minutes    p. 2
<u>Review</u>	30 minutes    p. 5
What we've learned	
<u>The First Meeting</u>	60 minutes    p. 7
Welcome the learner	
<ul style="list-style-type: none"> <li>• video</li> <li>• first meeting plan</li> </ul>	
<u>Pulling It Together</u>	60 minutes    p. 11
Practice what you learned	
<ul style="list-style-type: none"> <li>• learner profile</li> </ul>	
<u>Preparing for the Tutoring Venture</u>	20 minutes    p. 16
Program particulars	
<ul style="list-style-type: none"> <li>• tutor job descriptions (signed)</li> <li>• student/tutor matching</li> <li>• confidentiality/setting boundaries</li> <li>• scheduling the 3 way meeting with coordinator</li> <li>• paperwork</li> <li>• available resources</li> <li>• continuing education</li> <li>• follow up</li> <li>• register workshop names with ODL to receive <i>Literacy Notes</i> newsletter</li> <li>• encourage Oklahoma Literacy Coalition membership</li> <li>• questions</li> </ul>	
<u>Evaluation and Certificates</u>	5 minutes    p. 18

# Recognition of Volunteers

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## Use their talents

Volunteers bring with them many talents. Be sure to discover what their specialties are and use them. Do not insist that persons who do not wish to tutor do so. Services of volunteers may be better utilized in speaking, writing, fundraising, or elsewhere. All workers, especially those who are receiving no money for their services, deserve recognition for the many hours of dedicated assistance they provide. Remember that they, like the student, can leave the program whenever they feel it no longer meets their needs.

Volunteer service also has monetary value. Each year, the Independent Sector identifies an hourly rate for volunteer services. As of 2007, this figure is \$19.51 an hour! For more information, visit [www.independentsector.org](http://www.independentsector.org)

## Ways to express thanks

Smile; say thank you; be pleasant; greet by name; respect personal needs, problems, and sensitivities; write thank you notes; keep challenging them.

## Make their jobs easier

Explain carefully what needs to be done; make good plans that include their input; put up a suggestion box or other device that offers ways for them to be heard; enable them to grow on the job; have a written job description; hold meetings for the exchange of ideas; have a support group.

## Outside recognition

Send letters of appreciation to their employers; invite them to relate their

experiences to a group; include a “Volunteer of the Month” column in the newsletter; present local awards (tutor of the year); submit nominations for state awards available from OLC.

## Tutor support

Provide opportunities for continuing education, conferences, and workshops; create a pleasant atmosphere; maintain safe working conditions; invite participation in planning and problem solving; reimburse as many expenses as possible; evaluate volunteers’ performances; document their time and training; write supportive references if appropriate; provide prompt and supportive services if problems occur.



## Host recognition events & present awards

Picnics, potluck dinners, tutor/learner get-togethers, holiday parties, teas and desserts are all examples of ways to recognize the work of dedicated tutors. Awards can include lapel pins, tie tacks, certificates, bookmarks, flowers, t-shirts, scrapbooks, proclamations, and plaques. LRO has a variety of certificates that may be used.

**Please see Appendix O for volunteer management materials in LRO lending library.**

# Adult Learners

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## Characteristics of adult learners

### Adult learners

- may be fearful of and intimidated by formal school settings
- may be fearful of and intimidated by evaluation and test-taking
- may be more nonverbal than verbal
- may be timid or apologetic
- may come from a wide range of socioeconomic backgrounds
- may have a wide range of values, goals, and attitudes
- may be unemployed and unaware of job opportunities
- may have a great deal of life experience
- may be highly successful and respected members of their communities
- may have unique educational goals
- will have individual rates and styles of learning
- may have heavy responsibilities at home, school, work, church, and in the community
- are voluntary learners and can leave at will
- expect information to be relevant and to see progress
- may be highly knowledgeable in specific areas
- may need additional time to formulate thoughts before responding

### Adult learners' rights

The following is a list of "rights" identified by adult learners attending a national conference. Adult learners have the right to

- receive quality instruction
- utilize appropriate books and adequate materials

- be treated with respect
- be heard
- be assured of privacy
- be treated like adults
- make individual decisions
- say no
- participate on the program's board of directors
- choose not to learn
- request a change in tutors
- stop and start lessons as situations demand
- recruit other adult learners
- take ownership of the program
- receive program explanations before instruction begins
- ask questions and receive adequate explanations
- attend program meetings

### Recruiting adult learners

#### Ways of locating adult learners

- word of mouth referrals from successful students are the best recruitment tools
- public service announcements on the radio and television
- personal stories on the radio, TV, or in newspapers
- referrals from schools, technology centers, adult education programs
- posters in grocery stores, clinics, laundry facilities
- notices in social service agencies and employment offices
- contacts with businesses and chambers of commerce
- cards in the offices of optometrists, doctors, dentists
- large outdoor signs on busy streets
- notices in church bulletins
- person to person through neighborhood groups

- speeches to civic groups and other organizations
- programs in workplaces
- public school teachers
- community service agencies
  - ✓ United Way
  - ✓ Head Start
  - ✓ social services offices
  - ✓ Department of Motor Vehicles
  - ✓ YMCA/YWCA
  - ✓ Social Security offices
  - ✓ Salvation Army
  - ✓ labor unions
  - ✓ banks
  - ✓ jails
  - ✓ vocational rehabilitation programs
  - ✓ migrant groups
  - ✓ rescue missions

### **Adult learner guidelines**

It is a good idea to establish guidelines for learners. If learners know what to expect, retention may increase. The following is a sample of learner guidelines that you may consult when establishing guidelines for your program.

#### **Sample learner guidelines**

- Learners must be at least 18 years old.
- Learners must be able to arrange meeting times with tutors. Interpreters can assist.
- Learners must meet with their tutors for at least one hour per week for one year.
- Learners will meet with their tutors in the library or at another location the literacy program has chosen. Tutors and learners must not meet in homes.
- Learners must call their tutors if they cannot come to a session.

- Learners should call the literacy program if they have any questions or concerns.
- Learners must not bring children to tutoring sessions.
- Learners must not bring other people to tutoring. Instead, refer others needing assistance to the literacy program.
- Learners must not be under the influence of drugs or alcohol during tutoring.
- Learners should not ride in cars with tutors. The driver is responsible for any liability.

### **Adult learner confidentiality**

Local programs should develop policies and procedures that respect confidentiality and the privacy of adult learners.

### **Choosing books for adult learners**

When choosing books for adult new readers, consider the following

#### **Subjects**

- skills, how-to books
- recreation, fiction, history, sports
- children, books to read to children, help with school work
- coping, health, family life, money management
- religion, one of the biggest reasons adults wish to learn is to read the Bible
- special interest, magazines and newspapers with many pictures
- poetry

## Format

- adult appearance, but with pictures and white space
- attractive covers or book jackets
- paperback, thin
- clear, black print, easy to read type
- short chapters

## Writing style

- interesting, quick-moving plot
- one centralized theme
- uncomplicated characters
- humor, suspense, and familiar situations
- concrete writing
- simple words and grammar
- positive, uplifting tones

## Publicizing the adult learner collection

- Mark the books with special stickers or keep them together in a special section. Identify the section as “Reader Development” or “Read Up” etc. rather than the “Literacy Collection.”
- Make tutors and learners aware of the collection.
- Help adult learners get library cards and show them how to use the local library.

## Involving adult learners

Many literacy programs have discovered the benefits of involving adult learners in their activities.

- Who is better qualified to talk about the benefits of the local literacy program than adult learners? Personal stories and experiences not only provide interesting speeches for media, civic groups, and other meetings or presentations, but are also useful in recruiting new learners and tutors.
- Involve learners in tutor trainings. They can help with registration,

make presentations, and answer questions from the learner’s perspective.

- Include adult learners on the local board of directors as they add an important point of view.
- Enlist learners to help at literacy booths and exhibits at local fairs, parades, fundraising functions, etc.
- Encourage learners to form a support group. These groups have been formed in several Oklahoma literacy programs and have been successful in involving learners with local activities.
- Feature adult learners in local newsletters and forward learner news to the LRO for the state newsletter.
- Encourage learners to attend the statewide literacy conference and annual learner leadership conference. Send learner representatives to regional and national conferences where they may attend special sessions for learners.
- Recognize adult learners with certificates available from LRO.
- Host a learner/tutor luncheon, holiday party, or other special event.
- Get a learner’s point of view when selecting program curricula.
- Be aware of what learners want from the program and try to meet those needs

## Adult learners as board members

Why have adult learners on the program’s board of directors?

- the board is representative of the program and people it serves.
- Some board members may not know any adult learners. Having an adult learner on the board encourages interaction between learners and volunteers and may give a more realis-

tic perspective to the board's decisions.

Qualifications of adult learners for board membership

- Understands the overall program. For example, has spoken publicly for the program or has volunteered in the literacy office
- Is willing to share his thoughts and ideas
- Is dependable and will attend the meetings

Preparing the adult learner for the board

- Inform the learner of his rights and responsibilities as a board member.
- Instruct the learner as to how a meeting is run.
- Prepare the adult learner before the meeting so he understands the budget and reports.
- Introduce the adult learner to other board members before the first meeting.
- Appoint a mentor to offer assistance as the adult learner adjusts to the board.

Things that board members should do

- Be aware that the adult learner may feel intimidated. This may be a new experience. Explain what to expect.
- Help the adult learner feel part of the board. Ask for and listen to his/her opinions.

- Treat the adult learner as an equal.

Adult learner's obligations

- Attend all meetings.
- Ask questions. Learn about the program and how it operates.
- Speak up. Express opinions when appropriate.
- Share facts about the program with other adult learners. Others may want to serve on the board in the future.

### **Opportunities and Resources for Oklahoma's adult learners**

Oklahoma's adult learners meet regularly. OLC and LRO bring together learners from across the state to discuss adult learner issues. In past years, adult learners have attended leadership conferences, as well as local, regional, and national literacy conferences.

Each year, at the Oklahoma Literacy Conference, scholarships are offered to adult learners and outstanding learners are honored for their hard work. Adult learners statewide became published authors with their written contributions to "Celebrating Our Journey," Volumes I-IV. A new publication of learner stories will be released in the fall of 2009.

# Assessment and Placement

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## Assessment

Volunteer literacy programs are encouraged to establish an assessment program to track the progress of adult learners through the instructional program. The resulting information is not only helpful to the learner and tutor, but is also valuable when applying for grants and other funding opportunities. Additionally, assessment information can help literacy programs identify problems such as poor learner retention; appropriate materials; need for math, workplace, or ESL programs.

## Placement

Intake and placement activities are important for assessing a learner's strengths and weaknesses and for the development of an appropriate instructional program. In order to place learners in an appropriate tutoring arrangement, a program should have

- an intake process to determine an entering learner's literacy level, including learning styles, strengths and weaknesses, goals, and special needs
- tools for a formal assessment of a student's reading level. The Wide Range Achievement Test (WRAT) is recommended for use alone or in conjunction with other assessment tools
- a process for clarifying the expectations of a learner and the services that the program can offer to meet those expectations
- a system for matching a learner with an individual tutor or for placement in a small group setting

- a process for ensuring an appropriate and effective instructional setting
- a process for reassigning learners and tutors when the relationship is not functional or otherwise requires a change
- a procedure for referring learners whose educational goals can best be met by other programs

Assessment, evaluation, and instructional materials are available for preview and loan from the Literacy Resource Office. Call 800-522-8116 for more information.

# Publicizing Services

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## Awareness

Each member of the organization should know the goals and purposes of the program and talk about them with friends and associates. Large programs should appoint a publicity chairman and develop an ongoing awareness program. Awareness activities for any program include

- Publicizing meetings and tutor trainings
- Assisting with social and recognition events
- Providing speakers with statistics and other pertinent information
- Writing news releases
- Arranging interviews for radio, paper, and television
- Locating students willing to tell their stories
- Preparing and distributing posters, flyers, and brochures
- Training a telephone team
- Writing and distributing a local literacy newsletter



## Publicity

Consider the following activities in publicizing your program

- Newspaper advertisements, photos, news releases, stories, interviews
- Radio and television, public service messages, talk shows, interviews

- Billboards and marquees
- Posters, brochures, flyers
- Balloons
- Speeches, skits, audiovisual presentations
- Organizational newsletters, church and school bulletins
- Bookmarks
- County fairs
- Restaurant placemats
- Cooperation with other similar organizations
- Volunteer fairs
- Parades
- Open house
- Awareness events
- Lapel buttons
- Letters to the editor
- Mass mailings
- Window displays
- Displays in libraries and other locations

## Community contacts & resources

Literacy programs are urged to tap local organizations for a wealth of resources. Not only can the contacts provide a variety of materials and volunteers, but they can also provide referrals, publicity, and local networking. Some of the reasons for developing cooperative efforts are to

- reach more people
- improve services
- extend services to previously unserved groups
- develop more specialized services
- improve public relations
- improve the program's image in the community

- open up funding possibilities
- increase community support
- benefit the community
- avoid duplication of services

Some of the local organizations and agencies you may want to consider are

- Libraries
- Schools
- Head Start programs
- Teacher organizations
- Social services agencies
- The Red Cross
- Salvation Army
- Homeless shelters
- Family planning agencies
- Rehabilitation centers
- RSVP and other volunteer groups
- Nursing homes
- Churches
- Newspapers, radio, cable, and television
- Chambers of Commerce
- Women’s organizations
- Local governments and office holders
- Veteran outreach programs
- Food banks
- Employment offices
- Ethnic and minority organizations
- Mental health agencies
- Senior citizen programs and residences
- Agricultural extension offices
- Community centers

(Michigan Literacy, Inc.)

### **Sample community checklist**

#### **A. Creating a marketing packet**

An information packet may be very useful as you work to market your program. Consider including the following information

- Description of the organization’s mission and philosophy  
What is the organization trying to do and how is it being done?
- Description of the community needs the program addresses  
Why was the organization created and does it meet community needs?
- Description of the market being served  
What are the characteristics of the people being reached? Define demographics such as income level, race, and gender. An effective way to do this is with charts and graphs which are more eye-catching and visually appealing than text alone.
- Map with location of services available  
This demonstrates the reach of the program. Funders want to know how well the program meets the community need and how the program has grown.
- Description of the organization’s impact on the community  
How many people have been reached to date and how have lives been changed? Increases such as income level, self-esteem, and employment status are good items to include. Be careful to use actual data rather than assumptions.
- Profiles of the people being served—success stories  
This is one of the most important elements of a good marketing packet and often the most fun to create. Call or visit some of the people helped by the program, ask questions about how the project has changed their lives, and write a brief article. Include specific de-

tails, quotes, and photographs when possible. Photos are an asset to any marketing piece. Keep signed photo releases on file.

- Press articles about your program  
If possible, show that the press is interested in the program. Positive press coverage can generate volunteers, financial support, learner recruitment and general awareness.

## **B. Working with the media**

To publicize services, programs need good relationships with local media outlets. When working with the media, consider the following

- Before meeting with local media, decide exactly what information you want to get out to the public. Then, stick to your agenda. Too much information can obscure your message.
- Timeliness and local activity make a story appealing to regional media. Stress community involvement, local people making a difference.
- Invite members of city or town boards, local business people, etc. to attend your events. Then, let the media know you've done so.
- Be specific about who is involved in your event or program; the mayor, the superintendent of schools, more than 150 local high school students, etc.
- In addition to major outlets, contact smaller community daily and weekly publications, local talk radio, city magazines, area cable stations, and alternative press. Identify area college outlets by calling the university's student activities or student programming department.

- In written pieces use simple, direct language.

("Tips for Working with the Media," published by The United Nations Association of the United States of America)

## **Newsworthy activities/events**

Avoid bombarding outlets with press releases. Sending information indiscriminately and too frequently can devalue your press material. Be selective when choosing the events and stories to submit for publicity.

What news or activities merit media coverage?

- Announcement of new board members
- Funding news such as fundraising projects and grant awards
- Significant donations (make sure the donor wants this publicized)
- Volunteer recruitment; learner recruitment
- Awards; honors
- Unique services
- Human interest stories—your mission and activities lend themselves to these kinds of stories

## **C. Writing press releases**

When writing news stories or press releases, consider the following

- Very rarely should a press release be more than one page. You are not writing an article, just trying to interest someone in your story.
- Lead with the timeliness of the story and/or notable names. Date, time, and location should be clear in the first paragraph.
- If speakers will be available for questions, include that information.

- Contact the editor to determine how far in advance press releases should be submitted.
- Be objective and do not editorialize.
- Human interest stories are usually the most interesting.
- Type material double-spaced on one side of an 8 1/2 by 11 inch sheet of paper.
- Leave ample margins all around the page.
- On the upper left hand corner, include the program name, address, and phone number to be used if the editor needs more information.
- Include the date when the release was mailed and the date the news should be released. Consider designating the piece “For Immediate Release.”
- A visit with the local editor can determine if the paper prefers for you to include photographs or if they prefer sending a photographer to you. Keep a signed photo release of individuals in pictures in your file.
- Send the press release to a specific person. Check the mastheads of your local papers or call and ask someone in the news department who would be most interested.
- Some papers prefer written stories and pictures to be submitted by email. Contact the editor to determine the paper’s policy and preference.

The LRO can provide the names and contact information for newspapers in your area.

#### **D. Style guidelines**

Somewhere in the beginning of an article, the reader should find answers to the questions who, what,

when, where, why, and how. Also, consider the following style guidelines when writing press releases

- Write out the name of an organization the first time it appears in each story.
- Use the active rather than the passive voice (Say “The XYZ Literacy Council will hold ...” rather than “It was announced that the XYZ Literacy Council will hold ...”).
- Include facts, not opinions.
- Identify all persons quoted. Do not assume everyone knows Bill Jones is the board president.
- Write out numbers one to nine. Use numerals for numbers 10 and above. When beginning a sentence with a number, spell it out.
- In a second reference to an individual in a story, use only the person’s last name (on second reference, Bill Johnson should be named just as Johnson).
- Try to limit the length of paragraphs. If sentences are longer than 20 words, try to shorten them.
- If possible, include a quote by the third paragraph.
- Be accurate! Spell names correctly.
- Proofread, proofread, proofread!

### E. Sample proclamation

Sometimes a mayor or local official is willing to proclaim literacy day or literacy awareness week. He may wish to see a sample proclamation.

Personalize the following sample proclamation by inserting local information as appropriate.

#### PROCLAMATION

**WHEREAS**, there is a growing awareness throughout the United States that illiteracy affects one of five adults; and

**WHEREAS**, one of five adults in Oklahoma cannot read; and

**WHEREAS**, these adults are not able to fully participate in the advantages of Oklahoma life including education, sufficient employment, cultural advantages, and civic responsibilities; and

**WHEREAS**, in recognizing this problem, Oklahomans throughout the state are teaching adults to read in local literacy programs; and

**WHEREAS**, Oklahoma community leaders, businesses, associations, and media representatives have responded to the statewide effort to enhance opportunities for adults to learn to read; and

**WHEREAS**, the city of (your city's name) appreciates the help and recognizes (your program's name) efforts to assist adult new learners;

**NOW, THEREFORE, I** (your mayor's name), MAYOR of the City of (your city's name) in support of this noble and worthy program do hereby proclaim (date), as Literacy (day, week, month) in the City of (your city's name).

Signature

(Seal)

Date

## G. Sample press releases

Some of the press releases included here are actual releases used by the Oklahoma Department of Libraries. Others are samples that literacy programs can use as examples

when writing releases to publicize different activities, events, trainings, etc. Be sure to customize each release with local information. Use guidelines from previous section on writing press releases.

### Sample press release to promote tutor training workshop

Date

Contact

Phone

E-mail

#### FOR IMMEDIATE RELEASE

#### Literacy Training Planned

The **(name of program)** is pleased to announce that it will host a twelve hour *Open Minds* workshop to train community members to become literacy tutors. A one hour orientation will be held at **(time)** on **(date)** at **(location)** to provide introductory information and answer questions about the literacy program. Workshop dates are scheduled for **(dates, times)** at **(location)**.

According to program director, **(coordinator's name)**, "Our program provides free reading instruction to adults over the age of 18 who wish to improve their basic reading skills. Right now, we have a waiting list of adults who need tutors."

The *Open Minds* workshop teaches volunteers how to effectively help someone improve their literacy skills. The training covers a variety of topics including characteristics of adult learning, reading strategies, accommodations, and selecting appropriate curriculum.

Upon completion of the course, new tutors will be qualified to be matched with an adult learner on the waiting list. Tutor and learner will meet for an hour or two each week at the library.

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Adequate reading skills are vital in today's society. Adults with minimal reading abilities often find it difficult to find employment, follow directions on labels and forms, and even read to their children.

"An estimated (**local statistics**) of adults in (**county**) have below basic literacy skills," said (**coordinator's name**). "The (**name of program**) has provided reading instruction to adults in the community for (**number**) years."

According to (**coordinator's name**), one of the reasons for the success of the local literacy program is its well trained and dedicated volunteer tutors. "Our tutors are really making a difference in this community," said (**coordinator's name**).

The orientation and tutor training are free (**or add program cost**) and no special degree or experience is required. To register, or to learn how you can support local literacy efforts, call (**program number**).

## Sample press release to promote National Volunteer Week

Date

Contact

Phone number

E-mail

### FOR IMMEDIATE RELEASE

#### Oklahoma Literacy Volunteers Honored

*We make a living by what we do, but we make a life by what we give. -Winston Churchill*

Adult literacy programs throughout Oklahoma will honor volunteer literacy tutors during National Volunteer Week, (**date**).

Like many of the state's charitable causes, local literacy programs rely on the generosity of volunteers who give freely of their time and talent.

(**coordinator's name**), literacy coordinator with the (**name of program**) said, "Oklahomans are especially generous with their time. Last year, literacy volunteers contributed more than 165,381 hours statewide. If these tutors had been paid for their services, the value would have surpassed \$2.98 million, according to Independent Sector. In (**name of community**) more than (**number**) hours were contributed with a value of (**number of hours x \$19.51**)."

Volunteers with the local literacy program offer assistance in many ways. They assist with general office duties, fund raising, recruiting, and marketing (**add other duties, as applicable**). Perhaps the greatest volunteer need is that of reading tutor. Interested individuals attend a tutor training before they are assigned an adult learner.

Then, tutor and learner meet at least once a week for reading instruction.

According to (**coordinator's name**), "Recent statistics from the National Assessment of Adult Literacy (NAAL) indicate that 12% of Oklahomans read at a *below basic* literacy level, while another 31% need to improve their reading skills if they wish to perform tasks beyond the simplest, everyday literacy activities."

The local literacy program addresses the need for literacy services by providing free

(continued next page)

basic reading instruction using materials and teaching strategies designed to teach adults. Volunteer tutors are well trained, are provided with a variety of teaching resources, and are supported by the literacy program. “We give our tutors the tools they need to be successful, but it’s their attitude, commitment, and compassion that really shine,” said **(coordinator’s name)**.

There are many ways to help local and statewide literacy efforts, according to **(coordinator’s name)**. “We hope that National Volunteer Week will motivate others to volunteer their time and talent to help improve literacy in our community and in our state.”

For more information about Oklahoma’s adult literacy movement, visit, [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy) or contact **(name of program)** at **(program number)**.

## Sample press release for grant announcement

Date

Contact

Phone

E-mail

### FOR IMMEDIATE RELEASE

#### Literacy Grant Supports (your program name here)

The Oklahoma Department of Libraries announced that a \$ **(grant amount)** grant was awarded to the **(program name)** to support local adult literacy efforts. The check was officially presented to the program by **(State Representative or Senator) (legislator's name)**, who commended the literacy program for its efforts in providing basic literacy instruction to local citizens.

According to the 2003 Oklahoma State Assessment of Adult Literacy, 12 percent of Oklahomans over the age of 16 read at *Below Basic Level*, with another 31 percent of adults having only the most *Basic* reading skills. Individuals at these levels often face significant obstacles when trying to succeed in the workplace, community, and everyday life.

The **(program name)** is a volunteer based program that provides free literacy instruction to adults who want to improve their reading and writing skills. Learners work one-to-one with a trained tutor using a variety of teaching methods and materials. Funds will be used to support adult literacy in **(county/area)**.

According to **(director's name)**, director of the **(program name)**, "Even though this is a volunteer program, these funds are vital to our ability to offer quality literacy services to this community."

Grant funds were awarded by the Literacy Resource Office, a division of the Office of Library Development. State funding appropriated by the Oklahoma Legislature, not only provides literacy grants to programs throughout the state, but provides ongoing technical assistance, training, and resources to support local adult literacy efforts.

For more information about the local literacy program, or to find out how to volunteer, contact **(director's name)** at **(program telephone number)**. For information on statewide literacy efforts visit [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy)

## Sample release to promote Local Tutor(s) Receive(s) Honor

Date

Contact

Phone

E-mail

### FOR IMMEDIATE RELEASE

#### Local Tutor Receives Honor

Volunteer tutor, **(name of tutor)**, recently received statewide recognition for dedicated service to **(XYZ)** Literacy Council.

During a presentation held at **(location)** on International Literacy Day, **(name of president, mayor, coordinator)**, **(title)** of the local literacy program **(city, if mayor)**, presented the **(name of award)** to **(name of recipient)**. This outstanding individual committed more than **(number)** hours as a literacy tutor to help adults in the community improve basic literacy skills. "Volunteer tutors are the lifeblood of our organization and we believe **(name of community)** tutors are some of the most qualified and dedicated in the state," **(program representative)** said.

The **(name of award)** is sponsored by the **(name of organization)**. **(add information on the organization that sponsored the award)**.

Call the **(XYZ)** Literacy Council at **(phone number)** for more information about local literacy efforts, to sign up for the next tutor training, or to make a financial contribution. For information on statewide literacy efforts, visit the Oklahoma Literacy Resource Office website at [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy)

## Appendix A

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The Literacy Resource Office (LRO) of the Oklahoma Department of Libraries (ODL) assists local literacy programs in a number of ways. The office has four staff members and offers literacy support services. Other resources include:

- Toll-free phone  
You may call locally to 405-522-3205, or toll-free within the state at 800-522-8116. The phone is answered from 8-5, Monday through Friday.
- Quarterly newsletter  
LRO writes and distributes *Literacy Notes*, a free newsletter about literacy events in Oklahoma. Persons wishing to be on the mailing list should contact the office at the numbers above.
- Literacy grants  
When funding is available, ODL offers grants to support local literacy efforts.
- Speakers  
LRO can provide speakers any place in the state, on any subject related to literacy.
- Print materials  
Brochures, bookmarks, certificates, posters, and flyers are often available free to literacy programs. Additional items may be purchased from OLC.
- Lending Library  
LRO maintains a collection of informational resources on topics in-

cluding family literacy, English language learners, workplace literacy, learning disabilities, GED, volunteer management, etc. (see Appendices E-P). Materials are added on a regular basis, so call for more information.

- Updated list of programs and contacts in Oklahoma. See Appendix C.
- Updated list of Oklahoma trainers. See Appendix D.
- An Oklahoma literacy web page at [www.odl.state.ok.us/literacy](http://www.odl.state.ok.us/literacy)

### **Literacy Resource Office Staff**

#### **Leslie Gelders**

##### **Literacy Administrator**

Leslie brings more than 23 years of adult literacy experience to LRO. During this time she has been a tutor, trainer, grant writer, program developer, and public speaker. Leslie has served as a co-chair of the ProLiteracy Governance Council, President of OLC, and member of the Oklahoma Literacy Initiatives Commission in addition to numerous task forces and committees. Her skill in developing partnerships has resulted in national recognition and her success in grant writing has benefited programs throughout the state.

#### **Rebecca Barker**

##### **coordinator, grants and ESL services**

Formerly a local literacy director, Rebecca understands the needs and challenges faced by volunteer literacy

programs. As the ODL literacy grant administrator, she provides technical assistance, guidance, and grant oversight to programs funded by ODL. Rebecca helped design Oklahoma's *Open Minds* tutor training and coordinates ESL/ELL activities and resources available at ODL. Rebecca provides leadership to Oklahoma literacy efforts as president of OLC.

**Arlene Nelson**  
**coordinator, TANF,**  
**learning disabilities, and assessment**

With more than 23 years in the adult literacy field in Oklahoma and California, Arlene brings a wealth of information and expertise to LRO. She coordinates the ODL and DHS TANF literacy initiative and compiles statistical data from library and community based literacy programs. Because she is a nationally certified trainer in *Bridges to Practice* and serves on the national advisory board for *PowerPath*, Arlene is well equipped to assist Oklahoma literacy programs to better address the needs of learners with characteristics of learning disabilities.

**Kerri McLinn**  
**coordinator, Ready to Learn**

Kerri's interest and enthusiasm in emergent literacy makes her the perfect person to coordinate ODL's emergent literacy efforts. Each month more than 1,600 books are presented to preschool children at-risk for low literacy. Between book distributions, she manages the *Ready to Learn* initiative. Kerri coordinates training in emergent literacy to parents and childcare providers throughout the state. Additionally, Kerri coordinates an annual *Read Across Oklahoma* celebration in Oklahoma City promoting reading to hundreds of children.

## Appendix B

# The Oklahoma Literacy Coalition

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The Oklahoma Literacy Coalition (OLC) champions the ongoing development of adult literacy services by providing

- tools for student empowerment
- tutor recognition
- networking opportunities
- education for literacy leaders
- advocacy for a more literate Oklahoma

The Coalition was formed in 1986 to bring together literacy organizations, agencies, businesses, and individuals interested in strengthening Oklahoma's literacy efforts. Membership includes community-based literacy programs, state agencies, correctional facilities, libraries, businesses, volunteers and adult learners.

The Coalition supports local literacy efforts by

- hosting an annual conference to provide continuing education for tutors, literacy leaders, educators, and adult learners.
- providing resources and opportunities for adult learners.
- recognizing outstanding volunteers, adult learners, and media.
- providing continuing education opportunities.
- providing a forum for communication and networking among local program directors

Organizational members of OLC recognize common purposes and objectives and cooperate to accomplish goals they might not achieve alone.

For membership information, contact Joni Dyer at [oklitcoalition@yahoo.com](mailto:oklitcoalition@yahoo.com) or 580-762-4580. View the website at [www.odl.state.ok.us/literacy/services/olc](http://www.odl.state.ok.us/literacy/services/olc)





## Appendix C Local Programs & Contacts

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<b>Ada</b>	<b>Pontotoc County Literacy Coalition</b> Hugh Warren Memorial Library 124 S Rennie Daryl Gandy	74820	580-436-5443 580-436-0534 fax pclc@ada.lib.ok.us
<b>Ada</b>	<b>Chickasaw Nation Education Services</b> 300 Rosedale Lynne Chatfield	74820	580-421-7711 580-310-6621 lynne.chatfield@chickasaw.net
<b>Altus</b>	<b>Great Plains Literacy Council</b> Southern Prairie Library System 421 N Hudson Ida Fay Winters	73521	580-477-2890 x110 580-477-3626 fax literacy1@spls.lib.ok.us
<b>Antlers</b>	<b>Pushmataha County Literacy Council</b> PO Box 8, Snow OK Fred Kimball	74567	580-298-5365 pushliteracycouncil@yahoo.com
<b>Ardmore</b>	<b>Ardmore Literacy Council</b> Ardmore Public Library 320 E St NW Carolyn Pirtle www.ardmorepublic.lib.ok.us	73401	580-223-8290 580-221-3240 fax pirtle@brightok.net
<b>Bartlesville</b>	<b>Bartlesville Public Library Literacy Services</b> 600 S Johnstone Karen Kerr www.bartlesville.lib.ok.us	74003	918-338-4179 kkerr@bartlesville.lib.ok.us literacy@bartlesville.lib.ok.us
<b>Beaver</b>	<b>Beaver County Pioneer Library</b> Box 579 201 Douglas Ave Denise Janko	73932	580-625-3076 lindajankoalexis@yahoo.com
<b>Blackwell</b>	<b>Western Kay Adult Literacy Council</b> 123 W Paden Ave Vicki Furr	74631	580-363-4324 vicki@vickispetcare.com
<b>Coalgate</b>	<b>Coal County Public Library Literacy Program</b> 115 West Ohio Heather Coslow	74538	580-927-3103 coslow@oklibrary.net
<b>Catoosa</b>	<b>Catoosa Public Library</b> PO Box 489 105 E Oak Janie Ducotey	74015	918-266-1684 918-266-1685 fax jducotey@catoosapubliclibrary.com

<b>Checotah</b>	<b>Checotah Literacy Council</b> Jim Lucas Public Library 626 W Gentry St DeLois McGee www.eodls.lib.ok.us/checotah.html	74426	918-473-6715 918-473-6603 fax delois_21941@yahoo.com
<b>Claremore</b>	<b>Rogers County Literacy Council</b> Will Rogers Library 1515 N Florence Ave Carol Round	74017	918-277-4331 rocoread@yahoo.com
<b>Clinton</b>	<b>Westcentral OK Literacy Coalition</b> See Weatherford	73601	580-774-2541
<b>Coweta</b>	<b>Coweta Literacy Council</b> Coweta Public Library Box 850 120 E Sycamore Marsha Meece www.coweta.lib.ok.us	74429	918-486-6532 918-486-3497 fax mmeece@coweta.lib.ok.us
<b>Durant</b>	<b>Durant Literacy Council, Inc.</b> PO Box 1711 403 S 4 <sup>th</sup> Ave Linda Potts	74702	580-920-1253 580-920-1253 fax l_potts@netcommander.com
<b>Edmond</b>	<b>Project READ</b> PO Box 2822 27 E 15 <sup>th</sup> Mary Young	73083	405-348-7323 405-348-7361 fax preadok@sbcglobal.net
<b>Elk City</b>	<b>Western OK Learning Center</b> 1502 W 8 <sup>th</sup> Kerri Miles	73644	580-225-3456 580-225-3607 fax woklearn@sbcglobal.net kerri-woklearn@sbcglobal.net
<b>Enid</b>	<b>Enid Literacy Council</b> PO Box 3946 120 W Maine	73702	580-233-6325 580-233-2948 fax literacy@enid.lib.ok.us
<b>Eufaula</b>	<b>Eufaula Literacy Council</b> Eufaula Memorial Library 301 S First St Beverly Conner	74432	918-689-2291 918-689-4124 fax connerbb42@netzero.com
<b>Guthrie</b>	<b>Guthrie Public Library</b> 201 N Division Alisha LeClair www.guthrie.okpls.org	73044	405-227-6209 405-282-2804 fax GuthrieLiteracy@email.com
<b>Jay</b>	<b>Delaware County TANF</b> PO Box 1013 Gail Sperry	74346	918-253-2867 tanf_literacy@brightok.net

<b>Kingfisher</b>	<b>Kingfisher County Literacy Council</b> Kingfisher Memorial Library 505 W Will Rogers Emelia Turner	73750	405-375-3384 405-375-3306 fax emeliat@yahoo.com
<b>McAlester</b>	<b>McAlester Regional Literacy Council</b> McAlester Public Library 401 N 2 <sup>nd</sup> St Tracy Bridges	74501	918-421-4931 918-423-5731 fax mcalesterlit@yahoo.com
<b>Marietta</b>	<b>Love County Library</b> 500 S Hwy 77 Niki Powell	73448	580-276-3783 580-276-1483 fax crlsmar@oltn.odl.state.ok.us
<b>Miami</b>	<b>Miami Literacy Council</b> Miami Public Library 200 N Main Ginny Stinson	74354	918-541-4923 918-541-2292 918-542-9363 fax gstinson@windwardresearch.com
<b>Midwest City</b>	<b>Literacy Link</b> Midwest City Library 8143 E Reno John Amicon	73110	405-732-2737 405-732-3572 fax litlink@gmail.com
<b>Moore</b>	<b>See Norman</b>		
<b>Muskogee</b>	<b>Muskogee Area Literacy Council</b> Muskogee Public Library 801 W Okmulgee Penny Chastain	74401	918-682-6657 x 246 918-682-9466 fax chastainp@eok.lib.ok.us
<b>Newkirk</b>	<b>Newkirk Public Library</b> 116 N Maple Ave Carol Kaspar	74647	580-362-3934 580-362-1028 fax ckaspar@hotmail.com
<b>Norman</b>	<b>Cleveland County Literacy Program</b> Norman Public Library 225 N Webster Jane Douglass	73069	405-701-2682 405-701-2649 fax janed@pls.lib.ok.us
<b>OKC</b>	<b>Community Literacy Centers, Inc.</b> PO Box 60687 3707 S Blackwelder Becky O'Dell	73146	405-524-7323 405-631-4218 fax okcread@aol.com
<b>OKC</b>	<b>Even Start Family Education Program</b> 3500 N Lindsay Vicki Land	73105	405-587-1441 vlland@okcps.org
<b>OKC</b>	<b>Learning English Adult Program (LEAP)</b> Trinity International Baptist Church 1329 NW 23 <sup>rd</sup> St Judy Rogalsky	73106	405-606-7027 pongargoy@netzero.com

<b>OKC</b>	<b>Oklahoma City Literacy Council</b> Metropolitan Library System 300 Park Ave Millonn Lamb www.literacyokc.org	73102	405-232-3780 405-606-3722 fax literacycouncil@metrolibrary.org
<b>OKC</b>	<b>OKC Metro Literacy Coalition</b> PO Box 14456	73113	405-830-2790
<b>OKC</b>	<b>Opportunities Industrialization Center</b> 400 N Walnut Ave Patricia Kelly www.oicofoklahomacounty.org	73104	405-235-2651 405-235-2653 fax oicpk@sbcglobal.net
<b>Oklahoma</b>	<b>Oklahoma Literacy Coalition</b> 522 N 14 <sup>th</sup> St #236 Ponca City Joni Dyer	74601	580-762-4580 oklitcoalition@yahoo.com
<b>Pawhuska</b>	<b>Pawhuska Literacy Council</b> 61 Cedar Ridge Gail Boe	74056	918-287-1776 918-287-2224 fax plc2@haosagecounty.org
<b>Ponca City</b>	<b>Ponca City Area Literacy Council</b> Ponca City Library 515 E Grand Ave Marcia Hickman	74601	580-767-0351 580-767-0377 fax pcarealiteracy@yahoo.com
<b>Poteau</b>	<b>Literacy Council of LeFlore County</b> Buckley Public Library 408 Dewey Ave Mitcheal Sampson www.buckley.lib.ok.us	74953	918-647-3833 918-647-8910 fax literacypoteau@gmail.com
<b>Purcell</b>	<b>McClain County Literacy Program</b> Purcell Public Library 919 N 9 <sup>th</sup> St Adriana Losoya	73080	405-527-5546 405-701-2664 405-701-2649 fax achavez@pls.lib.ok.us
<b>Pryor</b>	<b>Thomas J Harrison Public Library</b> 505 E Graham Kim Risner	74361	918-825-0777 918-825-0856 fax risnerk@pryorok.org
<b>Sapulpa</b>	<b>Creek County Literacy Program</b> 15 N Poplar Barbara Belk	74066	918-224-9647 918-224-8358 fax creeklit@yahoo.com
<b>Shawnee</b>	<b>Pottawatomie County Literacy Program</b> Shawnee Public Library 101 N Philadelphia Linda Staley	74801	405-273-3334 405-273-0590 fax lstaley@pls.lib.ok.us

<b>Stillwater</b>	<b>Stillwater Literacy Council</b> Stillwater Public Library PO Box 1341 1107 S Duck Arlene Devers	74076	405-372-2144 405-372-2144 fax stillwaterliteracycouncil@gmail.com
<b>Sulphur</b>	<b>Murray County Literacy Council</b> Mary E. Parker Memorial Library 500 W Broadway Mary McLemore	73086	580-622-5807 580-622-6395 fax crlssul@oltn.odl.state.ok.us
<b>Tahlequah</b>	<b>Cherokee County Literacy Council</b> Tahlequah Public Library 120 S College Carole Johnson	74464	918-456-2581 ext 26 918-458-0590 fax cjohnson@eodls.lib.ok.us
<b>Tulsa</b>	<b>Ruth G Hardman Adult Literacy Service</b> 400 Civic Center Rebecca Howard www.tulsalibrary.org/literacy	74103	918-596-7958 918-596-7941 fax rhoward@tulsalibrary.org
<b>Tulsa</b>	<b>Literacy and Evangelism</b> 1800 S Jackson Ave Robert Biederman	74107	918-585-3826 918-585-3224 fax bobbiederman@gmail.com
<b>Tulsa</b>	<b>Neighbors Along the Line</b> 5000 W Charles Page Blvd Gideon Addington	74127	918-584-1111 918-584-4954 natlliteracy@tulsacoxmail.com
<b>Tulsa</b>	<b>YWCA Tulsa/Multicultural Center</b> 8145 E 17 <sup>th</sup> St William McWilliams	74112	918-663-0377 ext 308 918-663-2266 fax WMcWilliams@ywcatusa.org
<b>Vinita</b>	<b>Vinita Literacy Services</b> <b>First Baptist Church</b> PO Box 263 Emma Rose Moore	74301	918 256-2650 erosem@junct.com
<b>Wagoner</b>	<b>Wagoner Literacy Group</b> 102 S State St Lisette Caveny	74467	918-485-2741 918-485-0179 fax wlitgroup@yahoo.com
<b>Watonga</b>	<b>Chris Smola Literacy Council</b> Watonga Public Library 301 N Prouty Terri Crawford	73772	580-623-7748 580-623-7747 fax bookwoman@watonga.lib.ok.us
<b>Waurika</b>	<b>Jefferson County Literacy Council</b> Waurika Public Library 98 <sup>th</sup> Meridian Cathy Dumas	73573	580-228-3274 580-228-3274 fax waurikalibrary@yahoo.com
<b>Weatherford</b>	<b>Westcentral OK Literacy Coalition</b> 1203 Lera Dr Roberta Slagell	73096	580-774-2541 580-774-2541 fax wolcliteracy@yahoo.com

<b>Wilburton</b>	<b>Latimer County Literacy Council</b> Latimer County Public Library 301 West Ada PO Box 126 Sunny Collums	74578	918-448-3888 sunnycollums@yahoo.com
<b>Woodward</b>	<b>Northwest Oklahoma Literacy Council</b> Woodward Public Library 1500 W Main Janet Nelson	73801	580-254-8582 580-254-8546 fax nwoklitcouncil@woodward.lib.ok.us
<b>Yale</b>	<b>Yale Public Library</b> 213 N Main Janice Clark	74085	918-387-2135 918-387-2616 fax jclark@yale.lib.ok.us

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# Appendix D: Oklahoma Trainers



Name	Training	Travel
<b>Heather Bankson</b> TCCL, 400 Civic Center Tulsa OK 74103 hbankso@tulsalibrary.org 918-596-7961	Open Minds ESL Health Literacy	Yes
<b>Rebecca Barker</b> ODL, 200 NE 18th Street Oklahoma City OK 73105 rbarker@oltn.odl.state.ok.us 800-522-8116 405-522-3187	Open Minds ESL	Yes
<b>Barbara Belk</b> 15 N Poplar Sapulpa OK 74066 creeklit@yahoo.com 918-224-9647	Open Minds ESL LD Family Literacy Board Development	Yes
<b>Gail Boe</b> 61 Cedar Ridge Pawhuska OK 74056 plc2@osagecounty.org 918-287-1776	Open Minds Family Literacy, Board Development LD Financial Literacy, Computer Literacy	Yes
<b>Aleida Burchett</b> 421 N. Hudson Altus OK 73521 burchett@cableone.net 580-477-2890	Open Minds	Yes
<b>Stan Carter</b> 755 Glenhaven Villa Court Midwest City OK 73110 2carters@sbcglobal.net 405-737-5049	Open Minds	Yes
<b>Sharon Castle</b> 151 Pine Tree Rd Choctaw OK 73020 bcastle69@cox.net 405-410-1711	Open Minds	No

<p><b>Holly Coats</b>  1320 E 20<sup>th</sup> Street  Tulsa OK 74120  hcoats@tulsalibrary.org  918-596-7961</p>	<p>Open Minds  Phonics</p>	<p>No</p>
<p><b>Jane Douglass</b>  225 N Webster  Norman OK 73069  janed@pls.lib.ok.us  405-701-2682</p>	<p>Open Minds  ESL</p>	<p>No</p>
<p><b>Ros Elder</b>  5205 S Yorktown Avenue  Tulsa OK 74105  roselder@aol.com  918-747-0735</p>	<p>Open Minds  LD</p>	<p>No</p>
<p><b>Leslie Gelders</b>  ODL, 200 NE 18th Street  Oklahoma City OK 73105  lgelders@oltn.odl.state.ok.us  800-522-8116  405-522-3242</p>	<p>Open Minds  Board Development</p>	<p>Yes</p>
<p><b>Heidi Glasgow</b>  107 Helen Circle  Enid OK 73703  suncatcher4hg@yahoo.com</p>	<p>Basic Literacy  ESL</p>	<p>Limited</p>
<p><b>Ann Grilliot</b>  522 E Adams  McAlester OK 74501  agrilliot@netzero.com  918-423-5771</p>	<p>Open Minds  ESL</p>	<p>No</p>
<p><b>Vicki Hendryx</b>  1107 Southview Lane  Skiatook OK 74070  vhendryx@oknd.uscourts.gov  918-520-2715</p>	<p>Basic Literacy  LitStart  ESL</p>	<p>Yes</p>
<p><b>Marcia Hickman</b>  515 E Grand Ave  Ponca City OK 74601  pcarealiteracy@yahoo.com  580-767-0351  580-765-6566</p>	<p>Open Minds</p>	<p>Limited</p>
<p><b>Rebecca Howard</b>  TCCL, 400 Civic Center  Tulsa OK 74103  rhoward@tulsalibrary.org  918-596-7958</p>	<p>Open Minds  LD  Phonics</p>	<p>Limited</p>

<p><b>Marcia Johnson</b>  Miami Public Library  200 N Main  Miami OK 74354  mjohnson@miami.lib.ok.us  918-541-2292</p>	<p>Open Minds</p>	<p>Yes</p>
<p><b>Jerry Jones</b>  9685 E Peachtree Street  Claremore OK 74019  ackenhaus@att.net  918-342-1745</p>	<p>Open Minds  ESL</p>	<p>Limited</p>
<p><b>Millonn Lamb</b>  300 Park Avenue  Oklahoma City OK 73102  millonnl@yahoo.com  405-232-3780</p>	<p>Open Minds  LD</p>	<p>Yes</p>
<p><b>Lena Whited Lawson</b>  3001 Red Rock Circle  Oklahoma City OK 73120  lwlawson@okcps.org  405-587-1441  405-922-6500</p>	<p>Open Minds</p>	<p>Limited</p>
<p><b>Patty Leach</b>  316 Sally Lane  Dewey OK 74029  PALeach2@aol.com  918-331-8320</p>	<p>Open Minds</p>	<p>Yes</p>
<p><b>Shirley McCowan</b>  102 S State Street  Wagoner OK 74467  wlitgroup@yahoo.com  918-485-8778</p>	<p>Open Minds</p>	<p>Yes</p>
<p><b>Linda Maisch</b>  1621 N Canary Drive  Edmond OK 73034  lmaisch@okcliteracycoalition.org  405-830-2790</p>	<p>Board Development  Public Relations</p>	<p>Yes</p>
<p><b>Kerri Miles</b>  1502 W 8<sup>th</sup> Street  Elk City OK 73644  kerri-woklearn@sbcglobal.net  580-225-3456</p>	<p>Open Minds  ESL  Family Literacy  Ready to Learn</p>	<p>Limited</p>
<p><b>Emma Rose Moore</b>  Box 263  Vinita OK 74301  erosem@junct.com  918-256-2650</p>	<p>Open Minds  Family Literacy</p>	<p>Limited</p>

<p><b>Arlene Nelson</b>  ODL, 200 NE 18th Street  Oklahoma City OK 73105  anelson@oltn.odl.state.ok.us  800-522-8116</p>	<p>Open Minds  LD  Power Path  Bridges To Practice</p>	<p>Yes</p>
<p><b>Linda Potts</b>  420 S. 3<sup>rd</sup> Avenue  Durant OK 74701  l_potts@netcommander.com  580-920-1253</p>	<p>Open Minds  ESL</p>	<p>Yes</p>
<p><b>Helen Roberts</b>  9418 CR 3450  Stratford OK 74872  bar193b@wilnet1.com  580-332-8564</p>	<p>Open Minds  ESL</p>	<p>Yes</p>
<p><b>Beatrice Schovanec</b>  3213 W Maine Avenue  Enid OK 73703  beaschov@suddenlink.net  580-242-7243</p>	<p>Basic Literacy  ESL</p>	<p>No</p>
<p><b>Angie Sellmeyer</b>  RR 6 Box 269  McAlester OK 74501  fancytux@allegiance.tv  918-426-1098</p>	<p>Open Minds  Voyager  Phonics Intervention</p>	<p>Yes</p>
<p><b>Roberta Slagell</b>  1203 Lera Drive  Weatherford OK 73096  wolcliteracy@yahoo.com  580-774-2541</p>	<p>Open Minds  ESL  Family Literacy</p>	<p>Yes</p>
<p><b>Pat Weaver-Meyers</b>  2510 Sam Noble Parkway  Ardmore OK 73401  plweaver-meyers@noble.org  580-224-6261</p>	<p>Open Minds</p>	<p>Limited</p>
<p><b>Bill Wiedman</b>  4110 S Detroit Avenue  Tulsa OK 74105  jabd1@cox.net  918-606-0075  918-779-7380</p>	<p>Open Minds</p>	<p>Yes</p>
<p><b>Jean Williams</b>  3316 Meadow View Road  Edmond OK 73103  okjean@cox.net  405-562-1398</p>	<p>Open Minds  Phonics Intervention</p>	<p>No</p>

<b>Toni Winnard</b> 1816 Oxford Way Oklahoma City OK 73120 twinner@cox.net 405-840-4237	Open Minds	No
<b>Ida Fay Winters</b> 421 N Hudson Altus OK 73521 literacy1@spls.lib.ok.us 580-477-2890	Open Minds	No
<b>Ellen Yates</b> 801 E Commerce Altus OK 73521 eyates@yatesinc.com 580-482-3435	ESL Open Minds	No
<b>Mary Young</b> 27 E 15 Street Edmond OK 73013 preadok@sbcglobal.net 405-348-7323	Open Minds Phonics Intervention Power Path	No



## Appendix E

### Board and Program Management

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An advisory board or board of directors can directly affect the quality of service a literacy program provides. If a board is active and vital, most likely the program will be as well. It is important that board members understand their roles and obligations.



The Literacy Resource Office Lending Library has numerous materials on the topic of board and program management. Available titles include:

#### Team Building

**Beyond the Valley of the Kings: A Team Adventure and the Facilitator's Guide** This is a team development activity, in the form of a survival exercise, which helps participants develop skills in teamwork, cooperation, interpersonal communication, and consensus building.

#### **Raptor and Other Team Building Activities**

This book is a well-organized, creatively structured, expository book of group games and initiatives that can be quickly and easily implemented in any program setting to enhance training and improve teambuilding skills.

#### **Swamped! A Team Adventure and the Facilitator Guide**

A team development activity, in the form of a survival exercise, that helps

participants develop skills in teamwork, cooperation, interpersonal communication, and consensus building.

#### Program Management

#### **Beyond Duct Tape and Baling Wire, Building an Effective Literacy Program**

This handbook challenges the reader to extend their focus beyond day to day or week to week in their literacy work by increasing professionalism, working on program quality, and operating the program like a business.

#### **Listen Up, Leader! Pay Attention, Improve, and Guide**

This book is for directors or anyone else who supervises or leads others. It is written from the point of view of staff members talking to their supervisor. It contains helpful advice for anyone who manages others.

#### **Maintaining the Balance: A Guide to 50/50 Management**

This guide is primarily for people who manage volunteer basic literacy/English as a second language programs.

#### **Nonprofit Stewardship, A Better Way to Lead Your Mission-Based Organization**

This book is written for the leaders, donors, grantmakers, government agencies, and others who fund the work of nonprofits. The author

presents a stewardship model of leadership and covers its benefits as well as how to implement it.

#### Meetings & Board Orientation

##### **10 Minutes to Better Board Meetings**

This book discusses all aspects of board meetings from preparation to follow-up including difficult issues such as dissent and conflict. It includes a meeting preparation checklist and sample formats for agendas, committee minutes, and board minutes.

##### **The Board Meeting Rescue Kit: 20 Ideas for Jumpstarting Your Board Meetings**

This book is specifically aimed at chief executive officers and board chairpersons, and gives suggestions for improving procedures before, during, and after board meetings.

##### **Meet Smarter, A Guide to Better Non-profit Board Meetings**

Practical guidelines for new nonprofits and their boards with little or no experience in running meetings and for more seasoned chief executive officers and board members.

##### **Presenting: Board Orientation, An Introductory Presentation for Nonprofit Board Members**

This publication consists of a CD on which is a Powerpoint presentation for your use in your first presentation to your board. The CD is accompanied by a book which gives a presentation overview, tips for a successful orientation, information about the presentation itself, how-tos for customizing the presentation, suggested contents for Board of Directors Handbook, and recommendations for future resources.

#### Board Assessment

##### **Measuring Board Effectiveness: A Tool for Strengthening Your Board (Guide and Questionnaire).**

This questionnaire is intended for board use in evaluating themselves on six characteristics that research has shown distinguish high-performing boards from less successful ones: contextual, educational, interpersonal, analytical, political, and strategic.

##### **Measuring Program Outcomes: A Practical Approach**

This book was written for executive directors and program managers. It provides an eight step approach to developing a system for measuring program outcomes and using the results.

#### Board Construction

##### **The Board Manual Workbook for Effective Boardmanship and the Development of an Orientation Manual with Instructor's Guide**

This manual's aim is to increase the effectiveness of an organization by increasing the effectiveness of its board members. The *Instructor's Guide* contains session/agenda plans, pre-meeting packets, quizzes, minutes, and other instructional tools.

##### **Creating and Renewing Advisory Boards: Strategies for Success**

This book was written for those who work with or serve on advisory boards/committees and aimed at helping readers establish successful, effective advisory boards that fulfill the purposes for which they were created.

### **Nonprofit Board Committees, How to Make Them Work**

This book explains the benefits of committees, their role, and when they are needed. It includes descriptions of types of committees and describes how to compose each. The text explains the roles of the committee chairperson vs. that of the committee members and provides information and guidelines for several specific types of standing committees. The book ends with 12 tips for successful committees.

### **Transforming Board Structure: Strategies for Committees and Task Forces**

This book provides extensive guidelines for the development and usage of committees within your board of directors. All information provided is also available on the included disk for your convenience.

General Board Resources
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### **The Board Development Planner: A Calendar of Nonprofit Board Initiative**

The booklet is divided into chapters that reflect key responsibilities of nonprofit boards and step-by-step suggestions and guidelines for accomplishing these responsibilities. Includes a disk with a sample calendar for the board, checklists, sample forms and letters, and other time-saving tools.

### **Creating Caring & Capable Boards, Reclaiming the Passion for Active Trusteeship**

This book written for board members, nonprofit executives, and leadership consultants describes a new and proven model of board leadership.

### **Keeping the Peace, Resolving Conflict in the Boardroom**

This book addresses conflict within a board of directors. It includes when and why conflict happens, what conflict looks like, how to manage conflict, how to find help, and how to create a climate for constructive, rather than destructive, conflict.

### **Nonprofit Answer Book II, Beyond the Basics**

This book examines several of the toughest challenges faced by nonprofit organizations as they relate to organizational mission and purpose, finances, strategic alliances, public relations, and board-staff relationships.

### **The Nonprofit Board Guide to Lobbying and Advocacy**

This book stresses the importance of lobbying by nonprofit organizations. It also gives advice to help your organization to identify and press for the adoption of specific laws and regulations that will further your mission.

### **The Nonprofit Board's Guide to Bylaws, Creating a Framework for Effective Governance**

This booklet provides a basic definition of bylaws and an overview of the issues and areas bylaws should address. Throughout the text examples are used to illustrate the relationship between state law and bylaws. Included is a computer disk containing sample bylaws.

### **The Nonprofit Board's Role in Risk Management: More Than Buying Insurance**

The purpose of this booklet is to shine some light on risks faced by nonprofits and to provide boards with techniques

for protecting their organizations and themselves from unanticipated losses.

### **Nonprofit Boards That Work, The End of One-Size-Fits-All Governance**

This publication addresses issues of role definition, key responsibilities, working culture, structure, and leadership that boards must tackle if they are to play a meaningful part in helping their organizations achieve success.

**The Policy Sampler: A Resource for Nonprofit Boards.** This book is intended to help boards be proactive in policymaking. It provides sample policies covering a broad range of topics, including the board policies about itself, ethics, finances, personnel, and public relations. The book comes with a disk, which contains numerous sample policies that are easily customized to the needs of your organization.

### **The Source, Twelve Principles of Governance**

This book suggests 12 principles that enable nonprofit boards to operate at the highest and best use of their collective capacity. Adopting these 12 principles should give board members a way to add lasting value to the organizations they lead.

### **The Strategic Board: The Step-by-Step Guide to High-Impact Governance**

This guide explains seven realities of nonprofit governance that contribute to board difficulties. The “Strategic Board” model is a simple, practical, easy-to-implement solution to help your board achieve stability and successful, satisfying results.

### **The Troublesome Board Member**

The text is geared to help board members and directors save valuable time

and effort and reduce the stress of difficult situations by giving preventive strategies that can help avoid problems with board members. The book covers the difficult issue of asking a board member to leave, giving advice for handling the individual and how to guide other board members through the stress and loss.

## Appendix F

### English Language Learners

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English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), and English Language Learners (ELL) are terms describing instruction for immigrants, refugees, or other adults whose primary language is not English. Instruction is essential to improve speaking, reading, and writing skills in English.

The 2000 U.S. Census revealed nearly 47 million U.S. residents age 5 and older speak a language other than English at home. The 2005 American Community Survey of the census revealed a population in Oklahoma of 256,771 of the same group. According to the National Adult Literacy Survey (NALS), oral proficiency in English is the key to initial employment for immigrants and refugees with English literacy being necessary for promotion and advancement in work.

The continued growth in the number of speakers of languages other than English is reflected in the growing number of adult English language learners across the country.

The limited availability of government-sponsored classes with long waiting lists makes it increasingly important for volunteer programs to provide opportunities for immigrants to receive ESL services. Those who enter and stay in ESL programs improve their English considerably. According to Schlusberg and Mueller, in a report for the National Clearinghouse for ESL Literacy Education, volunteer programs

serve learner's needs for several reasons. The relationship between the tutor and the learner can enhance the person's desire to stay in the program. Accessible locations for tutoring, individualized schedules and learner goal oriented instruction also account for learner recruitment and retention.

#### Helpful websites

Immigration information and study materials

<http://www.uscis.gov/portal/site/uscis>

100 civics questions and answers for the redesigned (new) naturalization test

<http://www.uscis.gov/files/native/documents/100q.pdf>

27 translations of the new test

<http://www.cliniclegal.org/resources/translations-citizenship-test>

Interview podcast: hear interview questions and responses from learners

<http://www.uscitizenpod.com/>

Citizenship ToolKit

<http://sfpl.org/citizenship/>

USA Learns

[www.usalearns.org](http://www.usalearns.org)

Everything ESL

<http://everythingesl.com/>

Dave's ESL Café

<http://eslcafe.com/>

English Language Learners

<http://www.cal.org/topics/ell/>

English as 2nd Language

<http://esl.about.com/>

ESL Lounge  
<http://handsonenglish.com/>

Interesting Things for ESL Students  
<http://www.manythings.org/>

Activities for ESL Students  
<http://a4esl.org/>

English as a Second Language Facts  
<http://www.nifl.gov/nifl/facts/esl.html>



The Literacy Resource Office Lending Library has numerous materials on the topic of English as a second language. Available titles include:

### **English, No Problem**

Five levels—Literacy through High Intermediate to help learners build language and life skills to solve issues that are important at home, school, work, and in the community. Sets include Student Book, Workbook, CE Teacher's Edition, Vocabulary Cards and Reproducible Masters.

### **Talk of the Block**

Provides learners with phonetic instruction, reading practice, and activities at the lowest reading level.

### **Living in America**

Low Literacy, six level series helps to increase cultural awareness while learning basic language skills. For learners who have little or no English language skills to gain understanding of U.S. customs, laws, and behaviors.

### **Learning English 1-2-3. Teaching Reading to Adults**

Nine disk DVD set includes 83 developmental lessons and practice exercises in the basics of listening, speaking, reading, and writing in English. Teaches grammar using “real world”

conversations in a restaurant, at the bank, airport, on the job, and more. Downloadable free study guide.

### **Teaching Reading to Adults**

Two videos, Word Recognition Strategies and Teaching Comprehension, for teachers of ESL learners.

### **The Chicken Smells Good**

For advanced beginners or low-intermediate learners. The dialogs and stories are interesting and enjoyable and tell of problems and progress, strengths and weaknesses of ordinary people using informal vocabulary and grammar. Includes workbook and cassette.

### **Citizenship, Civics and Literacy**

For Literacy—Low Beginning learners. Student book, CD, and teacher's guide includes information learners need to pass the civics and literacy tests.

### **Citizenship, Ready for the Interview**

For High-Beginning—Intermediate learners. Student book with CD and teacher's guide to equip learners with confidence and skill for a successful naturalization interview with the INS.

### **Literacy Skills Workbook**

For Literacy—Low Beginning learners. Student book, CD, and teacher's guide designed for learners who need extra help developing basic literacy skills.

### **A Dictionary of American Idiom**

More than 8,000 entries taken from real life and based on actual observations of how Americans use them. Includes eight foreign language prefaces explaining what idioms are and how this book works.

**The New Oxford Picture Dictionary**  
English, Spanish, Korean, and Japanese. Includes workbooks.

### **LifePrints/ESL for Adults**

These core instructional materials help learners develop language and cultural understanding and skills through a wide variety of activities like interviews, listening activities, dialogs, language experience stories, and games. LifePrints consists of three levels. The levels cover the low beginning, high beginning, and low intermediate skill range. Each level has a student book, an audiotape package with dialogs used with student book listening activities, a teacher's edition, and a teacher's resource file of supplementary handouts.

### **ESL: Training By Design**

This 10 part video series comes with a variety of print materials. The information may be used to build an entire ESL workshop, or may be used to supplement other training. The videos included in the series are:

1. **Interviews With ESL Learners**
2. **Real World Communications**
3. **Total Physical Response**
4. **Listening and Speaking**
5. **Integrated Teaching Techniques: Listening, Speaking, Reading, and Writing**
6. **Understanding Speech Sounds**
7. **Introduction to the Laubach Way to English Series, Part I**
8. **Introduction to the Laubach Way to English Series, Part II**
9. **The Laubach Way to English Series Foreign Language Demonstrations**
10. **Using LifePrints**

### **If You Speak English, You Can Teach English!**

This course is designed for persons involved in or interested in teaching basic listening, speaking, reading, and writing skills to persons having little or no previous knowledge of English.

### **Let's Talk English**

Interactive skill builder for learning over 2,500 words.

Beginner—Intermediate

### **Smart-Start English**

Speaking, listening, reading, vocabulary, conversation, pronunciation, review and recall are features of this program.

### **Word Town**

Presents hundreds of common vocabulary words found within a typical town.

### **Street Speak 1 and Street Speak 2**

Guides to American slang and idioms with CDs.



## Appendix G

### Family Literacy

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All parents want their children to succeed, even parents who have low literacy skills themselves. In fact, adult learners often list reading to children or helping their child succeed as one of the primary reasons they seek reading assistance.

Local literacy programs have found success in family literacy initiatives where parents and children learn together.

Most experts agree that a parent is a child's first and most important teacher. When a parent exposes a child to books and language at an early age, it lays the foundation for a lifetime of literacy.

Children who live in households without books and with non reading parents are at a disadvantage when they enter school. In fact, a four year old child growing up in a home without reading and literacy development will have heard 32 million fewer words than a child living in a home where literacy and learning are part of the regular routine.

*The Handbook of Early Literacy Research, Vol. 2*, reports a connection between low income and literacy. The report states that children from middle income neighborhoods have a ratio of 13 books per child, while in low income neighborhoods the ratio is one age appropriate book for every 300 children.

Family literacy programs focus on strategies that teach parents to

become more involved in the literacy development of the child.

#### **Goals of Family Literacy Programs**

The focus of intergenerational literacy programs is on the family, not just the parent or just the child. ProLiteracy suggests that successful family literacy programs achieve the following goals

1. Help prevent another generation of illiteracy
2. Encourage adults to pursue more education
3. Encourage reading and writing in the home, promoting lifelong learning as a priority
4. Teach literacy through the use of children's books
5. Strengthen supportive, emotional family ties

#### **Helpful websites**

National Center for Family Literacy  
[www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm](http://www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm)

International Reading Associations  
page on Beginning Readers  
[www.reading.org/General/Default.aspx](http://www.reading.org/General/Default.aspx)

National Association for the Education  
of Young Children  
[www.naeyc.org/](http://www.naeyc.org/)

Reach Out and Read  
[www.reachoutandread.org/](http://www.reachoutandread.org/)

PBS Parents  
<http://www.pbs.org/parents/bookfinder/>

Reading Rockets  
[www.readingrockets.org](http://www.readingrockets.org)

Get Ready to Read  
[www.getreadytoread.org](http://www.getreadytoread.org)



The Literacy Resource Office Lending Library has numerous materials on the topic of family literacy. Available titles include:

### **Family Learning Kit**

Inside the Family Learning Kit you will find six theme-based units that provide hours of constructive interaction between parents and children—at home or in the classroom. Units include: Focus on Family Health, Focus on Nutrition, Focus on Computers, Focus on Family Math, Focus on Writing, and focus on Civics. Each unit contains video segments, theme-related manipulatives, user-friendly activities, print materials and correlated on-line lessons.

### **Family Reading**

These resources will help literacy programs plan family reading projects. The manuals and photocopy masters recommend and outline specific children's books and provide related stories for the parents. Components of the materials include: manual for trainers, training video, teacher's guide, and photocopy masters.

### **First and Foremost**

This video series, in English and Spanish, was developed to encourage parents of preschool age children and help them get their children ready to succeed in school. Video presentations of 15 minutes each cover such topics

as: The Not-So-Perfect Parent, Baby Talk, Toys that Teach—Found at Home, and Books and Babies. A viewer's guide provides additional information.

### **I Am Your Child**

This video, hosted by Jamie Lee Curtis and LeVar Burton is geared to provide information to parents and caregivers. Topics include: the importance of communicating with your newborn, establishing reading routines, materials that prepare a child for reading, and incorporating literacy into everyday activities. 24 minutes.

### **JumpStart's Family Literacy Curriculum**

Appealing, hands-on materials for exploring ten high-interest concepts and topics. Cross-cultural material helps learners of all ages expand their general knowledge, develop basic literacy skills, and deepen appreciation for cultural traditions.

### **Make Reading Fun!**

A resource manual for people who want to promote literacy and family communication in their communities. Hints and techniques for interactive family book discussions, and reading activities that you can teach parents are available in this training manual.

### **Parenting Counts: A Focus on Early Learning**

The manual provides content enough to offer three 2-hour workshops for parents and caregivers with six 20-minute lesson plans, handouts, and background materials. Among the topics are Communicating, Exploring, Baby Cues, Copycats, and Reading Faces. The workshops are designed to be fun and interactive.

### **Reading: A Gift of a Lifetime**

This 22 minute video helps parents and caregivers become involved in reading to children every day and make it a warm, enjoyable experience.

### **Reading Rockets: Launching Young Readers**

A series of half-hour PBS television programs that look at different reading strategies to help young children learn to read. The programs also feature practical advice for parents and interweave the personal stories of children, families, and teachers. Filmed in schools, childcare centers, libraries, research centers, and homes around the country, each program also includes a profile of a prominent children's book author. The programs are hosted by Fred Rogers, Annette Bening, Deborah Norville, Vivica A. Fox, and Frank McCourt. Titles include:

- \* Roots of Reading
- \* Sounds and Symbols
- \* Fluent Reading
- \* Writing and Spelling
- \* Reading for Meaning

### **Volunteers Working with Young Readers**

Intended to be a guide for novice volunteers, this book discusses both the theoretical foundations and the practical details that will help a person understand a child's literacy development. The book begins with an overview of the reading process and then moves into addressing key concerns such as the first day as a volunteer, kinds of books that might be used, and how the volunteer can work with his or her reading partner.

Also available for loan are a selection of children's books, big books, story stretchers, craft ideas, and puppets. Call the Literacy Resource for information on these and other family reading materials.



## Appendix H

### Financial Management

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No literacy program can survive without funding. Money for non-profits is available from many different sources, and there are numerous methods a program can use to raise adequate resources. It's important that literacy organizations know both *how* to raise funds and how to *find* those funds on the local, statewide, and national levels. The Literacy Resource Office offers the following materials to enhance fundraising strategies.



The Literacy Resource Office Lending Library has numerous materials on the topic of financial management. Available titles include:

#### **Beyond Fund Raising, New Strategies for Nonprofit Innovation and Investment**

In this publication, the author aims to help nonprofit organizations seeking funds to replace the feeling of begging with innovative practices that will create stable, long-term donor-investor relations. The book examines common concerns held by many nonprofits and offers proven steps to attract and retain funders, not only to the organization, but more importantly, to its mission.

#### **The Board Member's Guide to Fund Raising, What Every Trustee Needs to Know About Raising Money**

This guide provides governing boards with a concise yet comprehensive

resource for the entire fundraising process. It explains the board's responsibility for fundraising, provides helpful do's and don'ts, reveals where boards often go wrong, and answers the most frequent questions raised by board members. Includes valuable strategies for fundraising.

#### **The Complete Book of Model Fund-Raising Letters**

This helpful resource is a collection of over 350 sample letters and models as well as excerpts, teasers, and opening lines that will help you achieve success in your fundraising endeavors. Readers are encouraged to use the models as they are printed in this book or to customize them for your organizational needs.

#### **Fund Raising Begins With the Board, The Development Committee**

This booklet discusses fundraising for an organization as an important responsibility of the board of directors, specifically of the development committee. It gives suggestions for deciding on the membership of this committee and details the responsibilities the committee will have. It also discusses other issues the development committee might have, such as prospect identification, silent prospecting, gift solicitation, and ethics.

## **Fearless Fundraising for Nonprofit Boards**

This booklet offers specific instruction and activities to encourage fearless fundraising. It is intended to help directors, board chairpersons, and development committees as they guide their fellow board members toward increased participation in raising funds. In addition, the booklet includes a worksheet with 42 fundraising responsibilities and opportunities for nonprofit board members.

## **Fearless Fund-Raising, The Video Workshop: Helping the Board Rise to the Challenge**

This video workshop explores the nonprofit board's role in the fundraising process. Nonprofit leaders discuss issues such as; why fundraising is a board responsibility, board versus staff roles, and strategies for helping board members become involved in the effort. The accompanying User's Guide covers ideas for discussion questions, extension activities, and a quiz for board members to evaluate their willingness and ability to get involved in fundraising.

## **Fund Raising and the Nonprofit Board Member**

In this booklet, the author addresses an issue many directors face—a board of directors that is reluctant to become actively involved in fundraising. He provides five key principles that each board member needs to understand and accept. The five are: 1) the board alone is ultimately responsible for attracting funding and ensuring a financial future for their organization, 2) asking for money is a process that need not be feared or dreaded, 3) board members should help in pre-

senting the organization in a desirable way to possible funders, 4) every board member has skills and interests that allow him/her to contribute to the fundraising process in a meaningful way, and 5) motivation of board members is the most critical and difficult task of any director.

## **How to Produce Fabulous Fundraising Events: Reap Remarkable Returns with Minimal Efforts**

Done correctly, special fundraising events can bring your organization new money, superb public relations, and potential new volunteers and donors. Very few people who lead fundraising events have been taught to do them well and the event ends up being unsuccessful, or worse, a disaster. This book is intended to help assure that this never happens to your organization (again!). It gives knowledge, tools, and a step-by-step guide to everything you need to know to produce the "Perfect Fundraising Event." The accompanying disk gives you sample letters, forms, checklists, timelines, etc. that you may need to produce your event. All of the sample forms can be used as provided or easily customized to meet the needs of your organization.

## **The Nonprofit's Role in Establishing Financial Policies**

This booklet provides an overview and offers specific suggestions to help board members meet the significant challenge of financial stewardship with confidence and competence. It offers suggestions for establishing a financial accountability structure, defining responsibilities and setting limits, and understanding and using available tools.

## **Practical Fundraising Ideas**

A well-managed literacy program is dependent on a variety of sources for income. This booklet reviews several fundraising approaches, suggests guidelines for implementing the various methods, and reviews successful models practiced by volunteer literacy programs across the country.

## **Presenting: Fund-Raising, The Board Member's Role in Resource Development**

This presentation informs board members of facts and figures relevant to fundraising and defines their role(s) in this process. The disk presentation is divided into four sections; 1) fundraising responsibilities, 2) fundraising facts and figures, 3) stages of fundraising, and 4) types of fundraising. The accompanying *User's Guide* provides detailed instructions for customizing your presentation.

## **Presenting: Nonprofit Financials, An Overview of Board Fiduciary Responsibility**

This is a complete presentation for use in familiarizing board members with the financial information they need to protect the organization from financial hardships. Included in the presentation are definitions, job descriptions, and sample financial documents that will give board members an overview of their responsibility. The *User's Guide* includes instructions for the presenter, guidelines for financial training sessions, and an overview of financial documents board members should receive.

## **Secrets of Successful Fundraising**

This book includes tips and advice from 19 nonprofit fundraising experts.

Any reader can gain information for successful fundraising through the valuable insight presented.

## **Speaking of Money, A Guide to Fund Raising for Nonprofit Board Members**

With user's guide, this is a thoughtful examination of the board's role in gaining philanthropic support. Included is a video in which eight board members from a diverse group of nonprofits discuss how they raise money for the organizations they serve.

## **Understanding Nonprofit Financial Statements: A Primer for Board Members**

This booklet presents the basics of board financial oversight in a way that should clarify the process and make readers comfortable with their board role. It also serves as a guide for boards in different stages.

## **Writing a Proposal, A Step by Step Guide**

This handbook was developed for individuals who are facilitating people's dreams and goals to become literate. The author's primary goal is to assist non-professional, as well as professional, teachers in the implementation of literacy programs.



# Appendix I

## GED

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The GED is a battery of five tests that, when completed successfully, certifies that the test taker has American or Canadian high school level academic skills and knowledge. The five subject areas covered by the tests are Language Arts, Writing (parts I & II); Language Arts, Reading; Mathematics; Science; and Social Studies. Test takers must answer 240 questions and compose an original essay. All together, the tests take over seven hours to complete. (American Council on Education)

### History of the GED

The General Education Development (GED®) Tests began in 1942 with the development of a battery of tests for U.S. Military personnel who had not completed their high school studies. The tests provided an opportunity to demonstrate that these persons had achieved learning outcomes usually associated with a high school diploma. Because of this program, many persons were able to qualify for jobs and pursue postsecondary education upon discharge from military service.

Today, the tests are used in all fifty states, in the U.S. territories, and in many Canadian provinces. Approximately 800,000 adults take the tests annually, with nearly two-thirds qualifying for a credential in accordance with the criteria established by their states or provinces. Over the years, the GED Tests have provided personal satisfaction as well as professional and academic opportunities for millions of adults who, for many reasons, were

unable to complete their formal high school studies.

It should be clearly understood that the GED® Tests can in no way take the place of a regular high school education. The tests are not means to an education, but are designed to appraise the educational development of applicants who have not completed their formal high school education.

The GED® now serves Spanish-speaking and French-speaking test-takers as well as those who speak English. The five tests are offered in Braille, in bold print, and on audiocassettes. Many adult education programs in Illinois provide instruction to assist individuals in acquiring the knowledge and skills necessary to pass the GED®.

A new series of GED® Tests were introduced nationally on January 1, 2002. The new tests will continue to measure the significant lasting outcomes of a four-year high school course of study and will incorporate the most current, widely used curriculum standards and standardized assessment practices.

In brief, the GED® Testing Program has offered millions of adults a second chance by enabling them to demonstrate that they have many of the skills they would have acquired had they been able to remain in high school. (American Council on Education)

### The GED in Oklahoma

Minimum passing scores for the GED are set by the American Council on Education (ACE), but each individual state or other jurisdiction has the option of setting higher standards for its

minimum scores. However most states, including Oklahoma, use the scoring requirements established by ACE.

In Oklahoma, the GED is administered by the Lifelong Learning Section of State Department of Education. The Lifelong Learning Section is responsible for supervising the 49 official GED Testing Centers in Oklahoma and for issuing all official GED documents. Lifelong Learning also provides teacher training and professional development for educators and specialized training for GED examiners.

Please visit the website of the Oklahoma State Department of Education Lifelong Learning Section at <http://www.sde.state.ok.us/Programs/LifelongLearn/GED.html> for more information about the GED in Oklahoma and to find the nearest Adult Learning Center.

### **GED Statistics**

- One in seven high school diplomas issued in the United States each year results from the GED Tests.
- One of every 20 first year college students in the United States is a GED graduate.
- In the United States, 95% of colleges and universities recognize the GED credential.
- Around 92% of all employers accept the GED as the equivalent of a high school diploma.
- Since its introduction in 1942, approximately 15.2 million people have received their GED credentials.
- Approximately 72% of people who take the GED pass and receive their credential.

### **Helpful websites**

The American Council on Education  
[www.acenet.edu](http://www.acenet.edu)

Oklahoma State Department of Education Lifelong Learning Section  
[www.sde.state.ok.us/Programs/LifelongLearn/default.html](http://www.sde.state.ok.us/Programs/LifelongLearn/default.html)

GED Connection  
[www.pbs.org/literacy](http://www.pbs.org/literacy)

Steck-Vaughn  
[www.gedpractice.com](http://www.gedpractice.com)

Free Education on the Internet  
[www.free-ed.net/free-ed/GED/](http://www.free-ed.net/free-ed/GED/)



The Literacy Resource Office Lending Library has numerous materials on the topic of GED.

Available titles include:

### **GED Connection & Workplace Essential Skills, Teacher's Guide**

A powerful tool to help teachers make effective, well-integrated use of the video, print, and online components of the GED Connection and Workplace Essential Skills programs. Consists of sections corresponding to the video, workbook, and online lessons and contains learning objectives and sample lesson plans. Each lesson plan is loaded with practical information to help prepare students to get the most out of every lesson.

### **GED Connection, Language Arts Workbook: Reading and Writing**

This full-color workbook consists of chapters corresponding to the GED Connection video program and related online activities. Includes a pretest and practice test to help students evaluate GED readiness in that subject area.

## **GED Connection, Social Studies & Science Workbook**

This full-color workbook consists of chapters corresponding to the GED Connection video program and related online activities. Includes a pretest and a practice test to help students evaluate their GED readiness in that subject area.

## **GED Connection, Mathematics Workbook**

This full-color workbook consists of chapters corresponding to the GED Connection video program and related online activities. Includes a pretest and a practice test to help students evaluate their GED readiness in that subject area.

Videos, 1-39

## **GED Connection 1, Writing: Orientation**

An overview of the GED test and how this series and its accompanying workbooks and online lessons can help adults prepare.

## **GED Connection 2, Writing: Passing the GED Writing Test**

Advice on how to prepare for the GED writing test, with sample test questions.

## **GED Connection 3, Writing: Getting Ideas on Paper**

Successful writers and adult learners share ideas on how to get started writing.

## **GED Connection 4, Writing: The Writing Process**

Outlines a three-step process: generating ideas, writing a rough draft, and revising/editing.

## **GED Connection 5, Writing: Organized Writing**

Experienced writers offer useful organizing techniques.

## **GED Connection 6, Writing: Writing Style and Word Choice**

Purpose and audience affect how authors compose various written pieces.

## **GED Connection 7, Writing: Effective Sentences**

How to write complete and correct sentences and how to fix or improve problem sentences.

## **GED Connection 8, Writing: Grammar and Usage**

Reviews typical grammar and usage problems writers encounter.

## **GED Connection 9, Writing: Spelling, Punctuation and Capitalization**

Tips on how to improve your writing mechanics.

## **GED Connection 10, Writing: The GED Essay**

GED graduates describe test day and provide tips on writing the GED essay.

## **GED Connection 11, Reading: Passing the GED Reading Test**

Reviews the skills required, the subjects covered, and the kinds of questions included on the GED reading test.

## **GED Connection 12, Reading: Nonfiction**

Explores three kinds of nonfiction writing—informational, opinion, and memoir—and illustrates how to get the most out of reading them. Writer Luis Rodriguez reads from *Always Running*, his memoir about gang life.

## **GED Connection 13, Reading: Fiction**

Explores elements of fiction in short stories by Edgar Allan Poe, Flannery

O'Connor, and James Baldwin and the contemporary novel *Breath, Eyes, Memory* by Edwidge Danticat, who reads an excerpt from the book.

**GED Connection 14, Reading: Poetry**

Poet Sonia Sanchez reads from her work and shows how to analyze a poem, U.S. Poet Laureate Robert Pinsky introduces the "Favorite Poem Project," and people talk about how poetry can be a powerful means of expression.

**GED Connection 15, Reading: Drama**

Explores the elements of drama through a play written by an adult learner and goes behind the scenes to see how the written word is translated to the stage.

**GED Connection 16, Social Studies & Science: Passing the GED Social Studies Test**

Tips on reading and interpreting maps, charts, and graphics; information on the content areas covered on the social studies section of the GED Test; and sample test questions.

**GED Connection 17, Social Studies & Science: Themes in US History**

Explores key events and themes—such as the nation's multicultural nature—that have made the United States what it is today.

**GED Connection 18, Social Studies & Science: Themes in World History**

Major events, inventions, and ideas that have shaped the world and its cultures, from ancient Egypt to the modern Middle East.

**GED Connection 19, Social Studies & Science: Economics**

Business people and economics teachers explain the basics of money, finance, markets, and commerce.

**GED Connection 20, Social Studies & Science: Civics & Government**

Explores the foundations and structure of American government and the rights and responsibilities of citizenship.

**GED Connection 21, Social Studies & Science: Geography**

Explores the relevance of geography—from the impact of humans on the environment to how places and regions define our world.

**GED Connection 22, Social Studies & Science: Passing the GED Science Test**

An overview of the GED science test with sample questions and an explanation of the scientific method.

**GED Connection 23, Social Studies & Science: Life Science**

Explores a variety of life science topics, from basic biology to genetics to ecosystems.

**GED Connection 24, Social Studies & Science: Earth and Space Science**

Topics in geology, astronomy, and meteorology, including earthquakes, how the Earth was formed, natural cycles, and the basics of weather and energy.

**GED Connection 25, Social Studies & Science: Chemistry**

Defines an element, illustrates some chemical reactions, and explores practical applications of chemistry in everyday life—from cooking to making art.

**GED Connection 26, Social Studies & Science: Physics**

Explores the physics involved in roller coasters, space flight, sound, electricity, and MRI technology.

**GED Connection 27, Mathematics:  
Passing the GED Math Test**

Advice on what to expect and how to prepare. This full-color workbook consists of chapters corresponding to the GED Connection video program and related online activities. Includes a pretest and a practice test to help students evaluate their GED readiness in that subject area.

**GED Connection 28, Mathematics:  
Number Sense**

Explores the language of math and how you can use logic and common sense to make number problems more manageable.

**GED Connection 29, Mathematics:  
Problem Solving**

A process for solving basic math and word problems, either single- or multi-step.

**GED Connection 30, Mathematics:  
Decimals**

Reviews how to read decimal numbers, calculate with them, and solve everyday problems involving decimals.

**GED Connection 31, Mathematics:  
Fractions**

Covers what fractions represent, how to judge the relative sizes of different fractions, calculating with them, and solving everyday fraction problems.

**GED Connection 32, Mathematics:  
Ratio, Proportion, and Percent**

Explores how and why people use ratios, proportions, and percentages to compare numbers and solve problems.

**GED Connection 33, Mathematics:  
Measurement**

A variety of uses for measurement, how to calculate in the English and metric systems, and how to solve for

the perimeters and areas of various shapes.

**GED Connection 34, Mathematics:  
Formulas**

Shows how people use formulas in some practical situations and reviews commonly used formulas.

**GED Connection 35, Mathematics:  
Geometry**

Reviews geometry terms, basic properties of angles and triangles, and methods for solving a variety of geometry problems.

**GED Connection 36, Mathematics:  
Data Analysis**

Defines mean, median, and mode and shows how to organize data on charts and graphs and analyze statistical trends.

**GED Connection 37, Mathematics:  
Statistics and Probability**

Shows how statistics are gathered and used and explores the basics of chance and probability.

**GED Connection 38, Mathematics:  
Introduction to Algebra**

Explores basic algebraic concepts and properties and shows how to write and solve equations.

**GED Connection 39, Mathematics:  
Special Topics in Algebra and Geometry**

Explores patterns in math and in the real world and shows how mathematical relationships can be plotted on the coordinate plane.



## Appendix J Health and Safety



Health literacy surfaced as an important literacy issue due to a rising concern among health care providers and adult literacy practitioners about the number of patients who do not possess the literacy skills needed to maintain a healthy lifestyle. It is defined as a patient's ability to read and comprehend basic concepts and tasks needed to function sufficiently in the health system. According to the 2003 National Assessment of Adult Literacy, 36 percent of American adults, approximately 87 million people, are currently at the lowest two literacy levels, resulting in difficulty functioning effectively in society. Researchers have found that adults who function at the lowest literacy levels find it difficult to understand the instructions of medical care providers, read consent forms, and read and understand labels on prescription bottles.

A 2007 report released by the University of Connecticut stated that the cost of low health literacy to the US economy is in the range of \$106 billion to \$236 billion annually.

### Helpful websites

National Patient Safety Foundation  
<http://www.npsf.org/askme3/>

Multi-cultural Education Services  
<http://www.mcedservices.com/online.html>

### Popular Topics: Health Literacy

[http://www.plainlanguage.gov/populartopics/health\\_literacy/index.cfm](http://www.plainlanguage.gov/populartopics/health_literacy/index.cfm)



The Literacy Resource Office Lending Library has numerous materials on the topic of health and safety.

Available titles include:

### **Easy Does It! Plain Language and Clear Verbal Communication Training Manual**

A training package for health care professionals, providing information, tips, and techniques to improve the way they communicate with patients. Contains eight educational units, effective communication tools, case studies, and practical exercises. Originally designed for health care providers and those who work with them, but beneficial to anyone!

### **Emergency! The First Aid Videotape**

Designed to help viewers learn to handle everyday household accidents and life-threatening situations.

**The Need to Know Library**, five health related topics including:

### **Everything You Need to Know About**

- Alcohol
- Birth Control
- Drug Abuse
- Growing Up Female
- Teen Pregnancy



**For Your Information Series**, five health related topics including:

- **About Cancer**
- **About Alcohol and Other Drugs**
- **Aging With Confidence**
- **Getting Fit**
- **Managing Stress**

**Globe Health Program**, five health related topics including:

- **AIDS & Other STDs**
- **Alcohol & Other Drugs**
- **Family Living & Sex Education**
- **Nutrition & Dieting**
- **Self-Esteem**

#### **HEAL: (Health Education and Adult Literacy: Breast and Cervical Cancer) Curriculum**

Designed to improve the ability of adult learners to understand and navigate the health care system. Includes *Teacher Support* book, *Word List* book, and *Passport to Health, A Guide to Staying Well*. Contains four units: Staying Healthy, Learning About Cancer, Breast and Cervical Cancer, and Taking Action. Information is helpful to all, but the primary focus is health care for women.

#### **Health Literacy Introductory Kit**

Includes the *Health Literacy Report of the Council on Scientific Affairs*, the video *Low Health Literacy: You Can't Tell by Looking*, fact sheets on health literacy, a discussion guide, a physician feedback survey, and a questionnaire for CME credit. The goal of this kit is to provide information about the scope of the health literacy problem, realize health system barriers faced by patients with low literacy, improve methods of communication, and incorpo-

rate possible strategies for creating a shame-free environment for adults with low health literacy.

#### **Home Safety Literacy Project Kit**

The first national program designed specifically for teaching adult literacy students about essential home safety information! Includes teacher's manual, DVD, three participant booklets (*Get Out Alive: Have Smoke Detectors That Work*, *Rashan's Escape Plan*, and *Are We Ready?*), and a variety of learning aides such as posters, handouts, newspapers, pamphlets, and cartoons—all in both English and Spanish.

#### **In Plain Language**

An informative video providing health information aimed at helping those with low literacy skills.

**A Quick and Easy Guide series**, three health related topics including:

- **Having a Baby**
- **Managing Stress**
- **Women's Health**

#### **The Right to Understand: Linking Literacy to Health and Safety Training**

Written for trainers to help provide health and safety training to adult learners at low literacy levels. Includes facts about the connection between literacy and health and safety, suggestions for developing and evaluating materials, training methods specifically for adult literacy students, case studies, and skills assessments. Written with special consideration for ESL learners.

### **Rosalie's Neighborhood**

Parent awareness literacy series providing essential health care information for parents or primary caregivers of young children. Includes facilitator's guide and three participant booklets: "Let's Talk," "What Is Preventive Health?," and "Why Do I Have to See the Dentist?" Participant books are written at approximately 4<sup>th</sup> grade level with adult literacy students in mind.

### **TV 411 Health Smarts Kit**

The goal of this project is to help learners, whatever their learning style and literacy level, to acquire the skills and confidence they need to take an active role in their health care. Uses basic reading, writing, and math skills as tools for each learner to become her own advocate. Includes video (provided in both VHS and DVD format), teacher guides and participant books for seven units (Drug Labels, Multiple Meds, Medical Journals, Research, Nutrition, Health Statistics, and Medical Terms), and ideas for extensions for each unit.

### **You Can Give First Aid**

Provides first aid information and how-to instructions for a variety of different injuries and health emergencies.

## Appendix K

### Learning Disabilities

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A learning disability is a neurological condition that interferes with a person's ability to store, process or produce information. Learning disabilities can affect one's ability to read, write, speak, spell, compute math, reason and also affect a person's attention, memory, coordination, social skills and emotional maturity. (Learning Disabilities Association of America)

Learning disabilities often run in families. Because learning disabilities cannot be seen, they often go undetected. Recognizing a learning disability is even more difficult because the severity and characteristics vary. A learning disability can't be cured, or fixed; it is a lifelong issue. With the right support and intervention, however, people with disabilities can succeed in meeting their goals in educational areas.

The National Institute for Literacy reports that 15% of the general population has learning disabilities and 80% of those in adult basic and literacy programs have learning disabilities of various types and severity. Furthermore, approximately 40% of those receiving public assistance have learning disabilities and information from the Department of Corrections is reporting over 50% of those incarcerated have some type of learning disabilities. Individuals professionally diagnosed with learning disabilities are recognized as having a disability under federal law and are entitled to "reasonable accommodations."

Only professional diagnostic testing can accurately determine the presence of a disability, but many participants in adult literacy programs are unable to afford formal testing administered by trained professionals. Literacy providers can be trained to help students with learning disabilities, including those who have not been formally diagnosed.

The Oklahoma Department of Libraries' Literacy Resource Office has actively participated in ongoing training regarding Learning Disabilities since the inception of the Learning Disabilities Training and Dissemination project in 1998, and continues to support and expand the resources for learners with characteristics of learning disabilities in community based literacy programs throughout the state.

#### Helpful websites

LD OnLine  
[ldonline@weta.com](mailto:ldonline@weta.com)

Teaching LD  
[www.teachingld.org](http://www.teachingld.org)

National Center for Learning Disabilities  
[www.nclld.org](http://www.nclld.org)

Learning Disabilities Association of America  
[www.ldanatl.org/](http://www.ldanatl.org/)

Visual Stress Syndrome  
[www.powerpath.com/VSS.html](http://www.powerpath.com/VSS.html)

The Secret Life of the Brain  
<http://www.pbs.org/wnet/brain/>



The Literacy Resource Office Lending Library has numerous materials on the topic of learning disabilities.

Available titles include:

Printed material
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### **How the Brain Learns**

An excellent text for those looking to take the next step beyond the confines of traditional instruction. Information is included for effective classroom strategies and activities.

### **A Dream That Walks**

A goal setting workbook written for adults who are at low literacy levels and are working with a tutor or teacher. It can be adapted for learners at any level.

### **Classroom Activities for Correcting Specific Reading Problems**

This text provides over 230 activities in basic skill areas for correcting specific problems in sound recognition, consonant and vowel recognition, comprehension, oral reading and survival reading skill.

### **Complete Reading Disabilities Handbook**

Ready to use techniques for teaching reading disabled students effectively.

### **Destination Literacy: Identifying and Teaching Adults with Learning**

## **Disabilities**

Practical strategies for literacy tutors who work with adults who may have learning disabilities. Kit and videos also available.

### **Dyslexia Research and Resource Guide and Workbook**

Overview of characteristics of and early warning signs of dyslexia. Dozens of effective treatments, activities and strategies to reinforce learning.

### **The Gift of Dyslexia**

Described as “what everyone needs to know about dyslexia,” this book includes Ronald Davis’ inspirational journey to overcome dyslexia and the procedures he has developed for use by teachers, parents, therapists, or dyslexics.

### **The Learning Disability Intervention Manual**

This manual can be used with any student when an individualized education program is desired to help him be more successful in the learning environment. Sample goals and objectives may be used in writing IEP’s for individual learners.

### **Learning Disabilities, Literacy, and Adult Education**

Teaching Study Skills and Strategies to Students with LD, ADD, or Special Needs. Activities that help students master study skills and strategies for success in many subject areas Helps dependent learners become independent. Includes reproducible activities.

### **Visualizing and Verbalizing.**

Nanci Bell has written this book to identify and solve the problem created when readers have weak reading com-

prehension, verbal skills and critical thinking skills due to a weakness in creating mental images. Specific techniques are provided for cognitive development and cognitive retraining.

### **Teaching Reading to Adults**

A summary of the best practices in methodology, assessment, comprehension and learner involvement using real contexts and student feedback.

### **How To Reach & Teach Students with Dyslexia**

This comprehensive, practical resource gives educators at all levels essential information, techniques, and tools for understanding dyslexia and adapting teaching methods to meet the needs of the student.

### **Teaching Tools for the 21st Century**

Information for new and experienced teachers/tutors to meet the needs of today's students. Topics covered include; teaching creatively, learning styles, learning modalities, multiple intelligences, cultural diversity and more.

### **The Best Teacher Stuff**

Seventeen years of the most-requested activities that teachers/tutors and students have loved.

### **Faking It**

The story of Christopher Lee and his struggle with learning disabilities.

### **What About Me?**

Christopher Lee and Rosemary Jackson offer ideas to use with students with learning disabilities.

## Videos

### **Assessment Instruments for use with Learning Disabled Population**

A review of different kinds of assessment methods for learning disabilities. Demonstrates achievement tests and informal screening tests. 90 minutes.

### **Attention Deficit Disorders in Adulthood: Cause and Treatment**

Includes research in attention deficit disorders and outlines the characteristics, including inattention and distractibility, impulsivity, either hyperactivity or under-activity, noncompliance, underachievement, emotional problems, and impaired family relations. Outlines treatments including medication, education intervention, behavioral and organizational intervention, and psychological assistance. 90 minutes.

### **Brain Compatible Strategies**

A compilation of easy to use activities that boost attention, motivation, learning and achievement.

### **Classroom Accommodations for Dyslexic Students**

Twenty practical no-cost accommodations that regular teachers in the mainstream classroom can use to help students with dyslexia succeed.

### **Could It Be Dyslexia?**

This 40 minute video showcases the latest brain and genetic research and the relationship to dyslexia along with warning signs recognizable without formal testing.

### **Dyslexia: Testing & Teaching**

Presents which tests should be used to detect dyslexia, who should do the testing, and who should not, which reading programs to use, and which ones to avoid. 60 minutes.

### **Dyslexia: Visual, Auditory, and Dysgraphia**

A discussion of various forms of dyslexia and explanation of the biological basis of dyslexia. Presents simple techniques that can minimize problems. 90 minutes.

### **Homework and Learning Disabilities: A Common Sense Approach**

The video demonstrates techniques and strategies parents can use to help children with homework. Includes a videotape, six handouts for viewers, and a discussion guide.

### **How Difficult Can this Be? The F.A.T. City Learning Disability Workshop**

Frustration, Anxiety and Tension—experienced by participants in the workshop that simulates the LD child’s classroom. Encourages altering the way teachers and parents interact and respond to a child with disability. Learning guide available. 70 minutes.

### **Beyond F.A.T. City.**

Second video in the F.A.T. City series. Demonstrates strategies, to deal with anxiety and frustration in struggling learners. 90 minutes.

### **When The Chips Are Down**

Helps for creating a stable, predictable environment in which children with learning disabilities can flourish. 60 minutes.

### **How to Teach to Learning Disabled Students: Practical Applications in the Classroom**

Programs in this video explore broad concerns about the needs of adult students with learning disabilities, particularly their emotional issues. Emphasizes learning and urges teachers to see themselves as facilitators of learning. 90 minutes.

### **I’m Not Stupid**

A discussion of various types of learning disabilities, and causes. Includes interviews detailing fears and frustrations of learners overcoming these problems. Although the film spends a lot of time on children with disabilities, it is good for general information. 51 minutes.

### **Learning Differences, Problems, and Disabilities: An Overview**

Defines learning disabilities, learning problems, and learning differences and describes a number of visual and auditory processing problems. 90 minutes.

### **Teaching Adults with Learning Disabilities**

Focuses on the identification of instructional strategies for learning disabled adults to help meet the challenge of these students’ diverse instructional needs. Includes instructional manual. 19 minutes.

### **Teaching Math to Learning Disabled Adults**

Strategies for teaching math to learning disabled adults. 90 minutes.

### **Techniques and Technologies for Dealing with Learning Disabilities**

Emphasizes the importance of patience and flexibility in working with LD students.

90 minutes.

### **Working with Adults with Learning Disabilities**

Ten videotapes to help teachers and trainers of adults increase their awareness of and learn to screen for learning disabilities. 90 minutes each.

### **Learning Disabilities Learning from the Source**

Eight people with learning disabilities welcome you into their lives sharing how learning disability affects them academically, socially and in the workplace. Also included are two staff members who work with people who are learning disabled, an employment specialist and a teacher. 56 minutes.

### **Shelly R. Jackson, J.D.**

Discusses the prohibition of discrimination on the basis of disability in TANF Programs. 24 minutes.



## Appendix L

# Marketing and Public Relations

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Local literacy programs need effective marketing tools for many reasons: fundraising, student recruitment, tutor and volunteer management, and others. The Oklahoma Literacy Resource Office has many materials available to help you showcase your literacy program to the public.



The Literacy Resource Office Lending Library has numerous materials on the topic of public relations. Available titles include:

### **Community Relations Guide for Volunteer Literacy Programs**

This manual serves as a guide for local programs in building a better public understanding of its important work of training volunteers to teach reading to adults in the community. Topics include the importance of establishing good community relations, creating special events, and how to use various communication tools.

### **Dealing Effectively With the Media: What You Need to Know About Print, Radio, and Television Interviews**

This publication is for any person in business regardless of profession, industry, or the size of the organization. It provides the basic skills necessary to be comfortable, confident, and effec-

tive when dealing with any sector of the media at any level!

### **Designing Effective Newsletters**

Whether you're thinking of updating or overhauling your literacy program newsletter, or getting ready to launch your programs first newsletter, this book is for you. From getting started through composition, editing, production, and evaluation, this guide consists of important advice to make your newsletter a success!

### **The Guerrilla Marketing Handbook**

Much of the advice in this highly acclaimed marketing book is aimed at small businesses or organizations that are unable to hire public relations experts or firms to get their message out.

### **Hands-On Social Marketing, a Step-by-Step Guide**

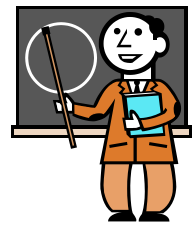
This book provides a basic understanding of social marketing and its concepts and devotes considerable time to how to turn this knowledge from theory into practice. The author divides the process of social marketing into a five-step model, and devotes a section in the book to each: planning, message and materials development, pre-testing, implementation, evaluation and feedback.

### **Organizing Special Events and Conferences: A Practical Guide for Busy Volunteers and Staff**

This book was written to help nonprofit organizations who might not have the luxury of having paid event planners. It is written in a very hands-on style with checklists, schedules, models and real-life examples throughout.

### **Publicity Power: A Practical Guide to Effective Promotion**

Written to help readers learn to use the powerful tool of positive publicity effectively, the book is divided into three parts: (1) establishing logical, workable publicity plans, (2) activating this plan and using publicity devices such as press releases, press kits, and radio announcements, and (3) preparing for interviews and appearances and planning special events.



## Appendix M

### Trainer Resources

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Tutor trainers play a vital role in the quality of instruction provided by local literacy programs. These individuals plan and conduct workshops that prepare volunteers for the tutoring venture and also offer continuing education to provide ongoing support and information. It is important for trainers to work closely with the program coordinator for ongoing analysis of tutor and learner needs. Tutor training workshops are usually 12 hours long and cover a variety of topics including principles of adult learning, teaching strategies, and curriculum (See pages 52-56 for a sample agenda). Trainers may provide their services at no charge to the local program, however, a \$50-\$100 honoraria is appropriate.

Feedback from workshop participants should be reviewed and training altered as appropriate. Whether paid or volunteer, trainers should be held accountable for professional, relevant, and timely training sessions.

The LRO offers annual trainer training as well as a variety of training-related resources.



The Literacy Resource Office Lending Library has numerous materials on the topic of public relations. Available titles include:

#### **Open Minds**

A tutor training model developed and tested in Oklahoma; a 12 hour workshop that uses multi-sensory

techniques to train tutors on a variety of topics including identifying learning differences, using accommodations, incorporating a student centered approach to learning, goal setting, and selecting appropriate methods and materials; a tutor training workshop that incorporates video segments, hands on learning, demonstrations, learning stations, and small group activities

#### **50 Creative Training Closers**

Composed of practical ideas to end trainings in ways that encourage learner retention and inspire learners to use the knowledge they have just gained. Time frames and purposes are given in a convenient format that allows the reader to quickly identify the activities most appropriate for their training.

#### **101 Ways to Make Training Active**

This book includes 200 tips to promote learning, involvement, and change. It also contains suggestions and activities in the following areas: team building and learning, on-the-spot assessment, stimulating discussion, peer teaching, active lecturing, and skill development.

#### **Connections: 125 Structured Activities for Faultless Training**

This book was written to give trainers ways to connect with their participants before, during, and after the training. It includes 125 activities.

### **Energize Your Audience! 75 Quick Activities that Get Them Started...and Keep Them Going**

Based on the principles of experiential learning. The author's goal is to create high energy levels in training sessions. The book is divided into three categories: icebreakers, energizers, and group challenges.

### **LITSTART Trainer's Handbook**

Provides an outline and description of activities for workshops to train volunteer tutors to use the LITSTART tutor manual. Contains technical material, master copies of handouts and overhead transparencies, and pointers on presenting in interesting and exciting ways.

### **Moving Beyond Icebreakers: An Innovative Approach to Group Facilitation, Learning, and Action**

This is a collection of over 300 interactive exercises intended to enhance group cohesiveness and productivity. Recommended for anyone dealing with training and development.

### **Presenting With Pizzazz: Terrific Tips for Topnotch Trainers**

Developed for anyone involved in training, presentations, workshops, and classes. Bowman gives many tips and ideas for creating learning experiences for your participants that will be unique, fun, and productive.

### **Preventing Death by Lecture: Terrific Tips for Turning Listeners Into Learners**

A great book of suggestions to help liven up trainings. This book will show readers how to keep their audiences awake and alive with learner-centered activities that infuse energy and interest.

### **STAPLE (Supplemental Training for Practitioners in Literacy Education)**

Intended to broaden and affirm understanding of assessment and instruction in adult literacy.

### **Telling Ain't Training**

This book begins by providing research about the human as a learner. Explains why some trainings fail and presents ways to make training successful and achieve outstanding results.

### **The Ten Minute Trainer: 150 Ways to Teach It Quick & Make It Stick!**

Written to help readers make the most of their training time. Contains a blueprint for instruction based on how the human brain actually works and provides the research data supporting this model. Also includes 150 ways to use teachable moments.

## Appendix N

### Tutor and Learner Resources

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The 2003 National Assessment for Adult Literacy defined literacy as “using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.”

By using a variety of teaching and learning resources, tutors and learners work together to increase the learner’s literacy skills. No longer is it appropriate or practical to believe that any single curricula or methodology meets the needs of all learners.



The Literacy Resource Office Lending Library has numerous materials on the topic of tutor and learner resources. Available titles include:

#### **Challenger**

This eight-level reading and writing series uses a sequential approach to skill development to help learners become confident readers. The materials engage readers with a variety of high-quality fiction and nonfiction readings. Teachers Manuals, Writing Books, Puzzle Books, and Diplomas are also available. Reading levels 1-8.

#### **Endeavor**

This structured series builds skills and competencies in vocabulary, reading, comprehension, critical thinking and writing. Relevant themes are of interest to adult learners, and teacher-friendly support materials provide teaching

and extension activities, mini-lessons, and reproducible masters. Reading levels 3-8.

#### **English Grammar**

This 10 part dvd series helps clarify some of the “tricky” rules of English. Perfect for the classroom or self-study, this program uses easy-to-follow examples and practice exercises from everyday life to help learners gain and review grammar skills. Topics include: sentence structure, verbs, pronouns, punctuation, and spelling. A study guide can be downloaded for extra support. 75 minutes video aided instruction on each disk.

#### **Patterns in Spelling**

This four book series is designed to help low level readers who have trouble with spelling. Beginning with word families, the series progresses to complex blends, sight words, and digraphs. Reading level 3 and up.

#### **Pre-GED Connection**

This set of 26 programs and practice workbooks help learners strengthen their basic reading, writing, math, graphic literacy, and critical thinking skills as well as their knowledge of science and social studies. An online component with links to 26 websites related to the lessons in the workbooks is available to support the series. Reading level 6-8.

#### **Reading Wise**

This 8 book series helps learners become fluent readers and active thinkers. An enjoyable magazine-type look

presents nonfiction, real-world materials such as newspaper articles, cookbooks, and product safety labels. Lessons cover phonics, vocabulary, fluency, and comprehension. Reading levels 1-8.

### **Structures in Spelling**

Learners practice and improve spelling skills by combining more than 200 phonetically regular English prefixes, roots, and suffixes. Exercises also incorporate dictionary practice. Reading level 5.

### **Upgrade your Writing**

This 10 part dvd series helps learners develop basic writing skills. Topics include prewriting, organizing your thoughts, crafting sentences and paragraphs, and avoiding mistakes. A free study guide can be downloaded for additional support. 75 minutes video aided instruction on each disk.

### **Voyager**

This 8 book series provides theme-based instruction to develop reading, writing, listening, speaking and critical thinking skills learners need in today's world. Pre-reading activities validate what learners already know by making their knowledge and opinions an integral part of the learning process. Lesson by lesson notes, extension activities, and photocopy masters help provide tutor support. Reading levels 1-8.

A variety of math resources are also available.

See Appendix F for English Language Learners materials.

# Appendix O

## Volunteer Management

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*Volunteers aren't paid, not because they are worthless, but because they are priceless. Anonymous*

The most comprehensive research on U.S. volunteering ever assembled shows volunteering in America is strong and poised for growth as momentum for service grows across sectors and the need for volunteers is heightened by the economic downturn.

Nearly 61 million Americans volunteered in their communities in 2007 giving 8.1 billion hours of service worth more than \$158 billion to American communities.

*(Volunteering in America)*

In Oklahoma, some 831,000 volunteers dedicated 109.4 million hours of service per year (between 2005 and 2007). The estimated economic contribution of the volunteer hours served is \$2.1 billion annually. These statistics ranked Oklahoma 21st in the nation, with a volunteer rate of 30.5% as compared to the national volunteer rate of 26.2%.

*No matter how big and powerful government gets, and the many services it provides, it can never take the place of volunteers.*

*Ronald Reagan*

Not only do literacy programs benefit greatly from volunteers, additionally the volunteers benefit from the experience.

The rewards of volunteerism include:

- \* creating new friendships
- \* learning new skills
- \* sharing expertise
- \* becoming involved in the community
- \* making a difference in the lives of others

Local literacy programs should assure that that volunteers are well trained, are assigned meaningful tasks, and are recognized for their valuable contributions.

### Helpful websites

Corporation for National and Community Service-volunteer related fact sheets and statistics

[http://www.volunteeringinamerica.gov/research\\_findings/fast\\_facts.cfm](http://www.volunteeringinamerica.gov/research_findings/fast_facts.cfm)

Oklahoma's Volunteer Profile

<http://www.volunteeringinamerica.gov/newprofile.cfm?state=OK>

Quotes about Volunteers

<http://www.alpenacc.edu/services/volunteer/quotes.htm>

## Independent Sector-Value of Volunteer Hour

[http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html)

## Points of Light Institute-information on National Volunteer Week

<http://www.pointsoflight.org/programs/seasons/nvw/>



The Literacy Resource Office Lending Library has numerous materials on the topic of volunteer management. Available titles include:

### **180 Ways to Walk the Recognition Talk**

This handbook contains proven techniques and practical strategies to help organizations recognize the efforts and achievements of employees at all levels. Emphasizes that recognition is the responsibility of not only the director, but everyone in an organization. Provides many ideas for encouraging, acknowledging, and reinforcing good performance. A great resource for anyone hoping to build a magnetic organizational culture that attracts and retains the best and brightest people!

### **1001 Ways to Reward Employees**

This book details how managers can take simple rewards and mold them into new management styles at their companies. The author strives to help readers make their organizations

places of above-average managers and workers, all committed to personal excellence, good will, and customer service. An excellent resource for any director looking to recognize and reinforce the excellent work of their employees!

### **By Definition: Policies for Volunteer Programs: A Manual for Executive Directors, Board Members, and Managers of Volunteers**

A step-by-step "how to" manual on developing policies specifically for volunteer programs and community service sites. Provides clear definitions on policies and procedures, and help with how to work with boards on policy development. Includes sample policies on more than seventy different topics related to volunteer involvement.

### **Essential Volunteer Management**

This solid, authoritative overview of the key aspects of volunteer management can be used to evaluate your organization's effectiveness in managing volunteers. Covers six basic stages in the design of a volunteer program: job development and design, recruitment, screening and interviewing, orientation and training, supervision, and recognition.

### **Handling Problem Volunteers-Real Solutions**

This book discusses volunteers who require some special handling. Advice is given to help readers determine the root of problems and effective responses. The authors provide advice on

*Never before has man had such a great capacity to control his own environment, to end hunger, poverty and disease, to banish illiteracy and human misery. We have the power to make the best generation of mankind in the history of the world.*

President John F. Kennedy

how to correct behavior, redirect efforts, and, if necessary, dismiss a volunteer in order to avoid contaminating the efforts of other volunteers and the organization as a whole.

### **The (Help!) I-Don't-Have-Enough-Time Guide to Volunteer Management**

Presents a step-by-step framework for creating a team approach to volunteer management. With this realistic, no-nonsense book, you'll learn how to map the boundaries of your job and clarify expectations; find administrative volunteers and put them to work in vital ways; and share ownership and the work of the volunteer program with everyone in your organization.

### **Managing the Volunteer Process**

This manual is intended for coordinators of volunteer literacy programs. It provides guidance on the volunteer process including intake, supervision, motivation, recognition, performance appraisal, and program evaluation.

### **Motivating People/How to Motivate Others to Do What You Want and Thank You for the Opportunity**

This book is a resourceful and imaginative guide to techniques that motivate people. The author shares ideas that can be adapted to any program or organization. Helpful for managers to engage staff members and volunteers, therefore increasing productivity, and provide answers to some common problems and questions about motivation.

### **Policy Development for Volunteer Services**

This 95 minutes cassette offers step-by-step guidance on the rules of policy writing. The author details how to gain

board support for your policy development activities and how to ensure compliance with the policies you write. Includes many ideas on how to reduce liabilities and increase the safety of volunteer involvement. Includes examples and real life stories.

### **Proof Positive: Developing Significant Volunteer Recordkeeping Systems**

This book is a step-by-step guide to the basic elements of a volunteer recordkeeping system. The authors explain how to coordinate volunteer information for quick access and how to develop meaningful reports on volunteer accomplishments. They also share ideas for documenting hard-to-track activities, and ways to demonstrate the nontangible, but vital work of the volunteer organization. Includes many sample forms, including applications, volunteer data files, assignment records, time logs and activity reports.

### **Resource Kit for Managers of Volunteers**

This invaluable resource kit with Leader's Guide serves as a practical guide to the fundamentals of developing a volunteer program. Topics covered are: volunteer coordinators, volunteer program assessment, forms and record keeping, insurance and tax issues, planning and budgeting, volunteer/staff relations, designing volunteer jobs, recruiting, screening and interviewing, orientation and training, supervision and evaluation, and recognition.

### **Volunteer Management Audit**

This booklet serves as a tool and a discussion starter for analyzing and assessing an organization's effectiveness in involving volunteers. An excellent resource for evaluating a program and

implementing the resulting ideas and changes. Includes Volunteer Center Guide.

**Volunteer Management: Mobilizing all the Resources of the Community**

This book offers a thorough explanation of all aspects of successful volunteer programs, from planning and organizing through evaluating effectiveness. Includes numerous sample forms, sample volunteer management policies, and worksheets. The authors also include an extensive list of additional resources on this topic.

**Volunteer Recognition Skit Kit**

This collection of seven original skits includes instructions, scripts, and ideas for adaptation. Each skit incorporates songs using well-known popular music with lyrics written for the volunteer recognition occasion. Song sheets can be used separately. Have fun while recognizing the dedicated service of your volunteers!

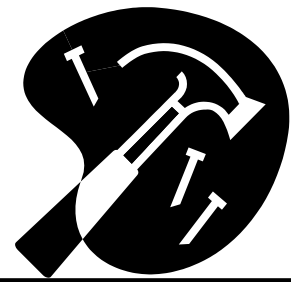
**The Volunteer Recruitment and Membership Development Book**

In this book, the author discusses where to find volunteers, why some people volunteer and why others do not, techniques of recruitment, the effect of an organization's image on its recruitment, and membership development

# Appendix P

## Workplace Literacy

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Workplace literacy generally refers to the basic skills needed by an employee to understand written and verbal communication. These include reading, writing, math, communication, and problem solving

(National Institute for Literacy)

Business in the United States is constantly making new and greater demands on its employees. Increasingly, businesses need employees at all levels who can read, write, solve problems, do basic math, use computers, and communicate effectively with each other and with customers. Companies today are faced with a growing labor pool of low literacy level workers and high costs associated with those employees.

Low literacy skills can have a profound negative impact on the workplace. Based on the National Assessment of Adult Literacy Survey (NAALS), nationally, an estimated 14% of the adult population had *Below Basic* prose literacy skills, and 29 percent of adults had only *Basic* prose literacy abilities.

Fifty-one percent of the adults at the *Below Basic* prose literacy level, and 38% of those at the *Basic* level, were not in the labor force. This contrasts with 15% of individuals at the *Proficient* level and 27% at the *Intermediate* level who were not in the labor force.

In 2007, Thomas Donohue, president and CEO of the U.S. Chamber of Commerce identified his concerns related to America's workforce. In laying out the Chamber's national

agenda, Donohue wrote that with 77 million baby boomers already starting to retire and with today's jobs requiring an increasing level of education and training, the nation will be committing national economic suicide if it fails to improve its schools and its commitment to lifelong training

He went on to predict a looming worker shortage that will result when millions of baby boomers retire, and the fact that many future jobs require will require more technical skills than current U.S. workers possess. According to Donohue, "America is producing 140,000 graduates in engineering compared with 350,000 in Asia. Falling short to such a degree hinders American innovation and puts the United States at a competitive disadvantage, particularly in some technology and defense sectors, where key employees must be U.S. citizens."

(The State of American Business 2007)

When asked if schools are doing a good job preparing students for the workplace, 84% of manufacturers said, "no" as compared with 78% in 2001. When asked how prepared high school applicants were for a typical entry level job, 61% of small and mid sized companies reported "poorly prepared."

(National Association of Manufacturers)

Employers reported that their employees would need more of the following skills in the future:

51% of jobs would require stronger reading/writing/communication skills;  
40% of jobs would require strong com-

puter skills; 39% of jobs would require the ability to read and translate diagrams and flowcharts; 39% of jobs would require math skills; and 27% of jobs would require English language fluency. (2005 Skills Gap Report)

Improved workplace literacy can increase employee's efficiency. Some of the benefits to employees are:

- \* greater earning capacity
- \* greater ability to communicate
- \* greater job productivity
- \* increased quality of work
- \* improved capacity to cope with change in the workplace
- \* reduced time per task

Employers benefit by:

- \* increased profitability
- \* lower incident of accidents, reduced waste
- \* fewer errors
- \* reduced absenteeism
- \* increased employee retention
- \* better health and safety records

### **Helpful websites**

The State of American Business 2007  
<http://www.uschamber.com/publications/reports/sab.htm>

Tennessee ESOL in the Workplace  
[http://www.cls.utk.edu/pdf/esol\\_workplace/Tenn\\_ESOL\\_in\\_the\\_Workplace.pdf](http://www.cls.utk.edu/pdf/esol_workplace/Tenn_ESOL_in_the_Workplace.pdf)

2005 Skills Gap Report: A Survey of the American Manufacturing Workforce  
[http://www.nam.org/~media/Files/s\\_nam/docs/235800/235731.pdf.ashx](http://www.nam.org/~media/Files/s_nam/docs/235800/235731.pdf.ashx)

The Conference Board website funded by the U.S. Department of Education  
<http://www.workplacebasicskills.com/begin.htm>

Literacy Toolkit, U.S. Chamber of Commerce

<http://www.uschamber.com/icw/tools/literacytool.htm>



The Literacy Resource Office Lending Library has numerous materials on the topic of workplace literacy.

Available titles include:

### **Workplace Dynamics**

Developed to respond to the educational needs of the workplace. Includes group activities, simulations, reading, writing, and vocabulary activities.

### **Job Search**

Gives learners practice in writing resumes and preparing for successful interviews

### **Workplace Role Play-Restaurant**

Allows learners to experience common workplace situations for employment in the restaurant industry. Includes teaching suggestions and reproducible worksheets.

### **Get That Job!**

Focuses on helping learners understand their strengths and how to sell them to an employer.

### **EmployAbility**

The manual is designed to support learners with disabilities who want to develop the skills necessary to find employment.

### **Job Savvy**

The manual helps readers develop critical job survival skills, increase productivity, and improve job satisfaction and success.

## Appendix Q Publishers of Literacy Materials

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Barron's Educational Series, Inc.  
250 Wireless Boulevard  
Hauppauge NY 11788  
800-645-3476  
Fax: 631-434-3723  
[www.barroneduc.com](http://www.barroneduc.com)

BoardSource  
1828 L St NW Ste 900  
Washington DC 20036-5114  
202-452-6262  
877-892-6273  
Fax: 202-452-6299  
[www.boardsource.org](http://www.boardsource.org)

Delta Systems Co., Inc.  
1400 Miller Parkway  
800-323-8270  
Fax: 800-909-9901  
[www.delta-systems.com](http://www.delta-systems.com)

Educational Resources, Inc.  
PO Box 63  
Racine MO 64858  
417-659-9266  
Fax: 417-659-9465

Gander Publishing  
412 Higuera St Ste 200  
San Luis Obispo CA 93401  
800-554-1819  
Fax: 805-782-0488  
[www.ganderpublishing.com](http://www.ganderpublishing.com)

Glencoe/McGrawHill  
420 E Daniieldale Rd, Ste 2  
Desoto, TX 75115  
800-882-3536  
Fax: 469-567-5901  
[www.glencoe.com](http://www.glencoe.com)

The Grantsmanship Center  
PO Box 17220  
Los Angeles CA 90017  
213-482-9860  
Fax: 213-482-9863  
[www.tgci.com](http://www.tgci.com)

Grass Roots Press  
PO Box 52192  
Edmonton, Alberta  
Canada T6G 2T5  
888-303-3213  
Fax: 780-413-6582  
[www.literacyservices.com](http://www.literacyservices.com)

Hawthorne Educational Services, Inc.  
800 Gray Oak Dr  
Columbia MO 65201  
800-542-1673  
Fax: 800-442-9509  
[www.hes-inc.com](http://www.hes-inc.com)

HRDQ  
2002 Renaissance Blvd #100  
King of Prussia PA 19406-2756  
800-633-4533  
Fax: 800-633-3683  
[www.hrdq.com](http://www.hrdq.com)

KET Enterprise Division  
560 Cooper Dr  
Lexington KY 40502-2200  
800-354-9067  
Fax: 859-258-7396  
[www.ket.org/education](http://www.ket.org/education)

Lakeshore Learning Materials  
2695 E Dominguez St  
Carson CA 90895  
800-428-4414  
Fax: 800-537-5403  
[www.lakeshorelearning.com](http://www.lakeshorelearning.com)

New Readers Press  
1320 Jamesville Ave  
Syracuse NY 13210  
800-448-8878  
Fax: 866-894-2100  
[www.newreaderspress.com](http://www.newreaderspress.com)

Peppercorn Books & Press, Inc.  
PO Box 693  
Snow Camp NC 27349  
336-376-6935  
Fax: 336-376-9099  
[www.peppercornbooks.com](http://www.peppercornbooks.com)

Slosson Educational Publications, Inc.  
PO Box 544  
East Aurora NY 14052-0544  
888-756-7766  
Fax: 800-655-3840  
www.slosson.com

Steck Vaughn  
Attn Cust Serv 5<sup>th</sup> Fl  
6277 Sea Harbor Dr  
Orlando FL 32887  
800-531-5015  
Fax: 800-699-9459  
<http://steckvaughn.harcourtachieve.com>

Wilson Language Training  
47 Old Webster Rd  
Oxford MA 01540-2705  
800-899-8454  
Fax: 508-368-2300  
www.wilsonlanguage.com

Wieser Educational  
30281 Esperanza  
Rancho Santa Margarita CA 92688-2130  
800-880-4433  
Fax: 800-949-0209  
www.wiesereducational.com



## Appendix R ODL Reimbursement

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If funds are available, ODL will reimburse trainers who travel outside their region to provide pre-approved tutor training workshops.

In order to qualify for reimbursement, a minimum of ten persons must attend. In addition, a workshop must be registered and approved by ODL by calling the Literacy Resource Office at 800-522-8116.

The local council should offer each certified trainer who is not from the community a \$50-\$100 honorarium.

### **Travel Reimbursement Forms**

Trainers must itemize expenses on a Travel Claim Form Slip supplied by ODL. Along with the form, trainers should submit receipts for tolls, motel and meals. Mileage will be computed using map miles. If anything requires an explanation, call the Literacy Office or attach a note. The Literacy Coordinator at ODL will submit approved claim forms to the business office for disbursement. Allow several weeks for reimbursement.

**Note:** Reimbursement for such things as photocopying, phone calls and other workshop costs are the responsibility of the council, not ODL.



## Appendix S Miscellaneous



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Use this section to file miscellaneous information you wish to save and to file any future information from ODL.

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