

# *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 to take their first steps towards their *Journey to Success*.

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 7/12

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### Celebrating Oklahoma Learners

Whether it is becoming a United States citizen, getting a better job, or reading to a child, Oklahoma's adult learners continue to achieve personal goals. Hard work and determination, along with the help and support of volunteer tutors and small group instructors, have resulted in successes for library and community-based literacy programs throughout the state.

More than 170 of these success stories can be found in the 2011 publication *Celebrating Our Journey, Volume 7*, published by the Oklahoma Literacy Resource Office.

The featured authors have wonderful stories to tell. They shared their fears and struggles along with their victories as they overcame illiteracy. Many described how learning to read changed their lives and the lives of their children and families. For many, this was the first time they had been asked or were able to write their stories.

Frances Alexander with Literacy Link, Midwest City, is just one of the featured authors. This is her story:

#### Gaining Victory

I have lived in Oklahoma City all my life. I went to Douglass High School to the eleventh grade. I got married at the age of eighteen. I have been married for fifty years. I have three children. They are girls: Brenda, Linda, and Janice. I have ten grandchildren and have been a foster

parent for ten years.

I have been struggling with reading all my life. When I was in school, I did not get what I needed to learn to read. Reading and spelling are very hard for me. I am attending classes now to improve



myself by learning to communicate better. Not being able to read has caused me some lonely times. It makes it difficult to participate in many group activities. I am embarrassed when I can't order off of a menu or read a street sign. I avoid any situation that might require me to read or write. Even a party can be scary if games are played. I just want to be able to relax and have fun. Instead, I stay at home a lot to keep from facing the possibility of anyone knowing I can't read.

This is a struggle, but I am getting better every day, and I feel that it is worth all the hard work. As my reading and spelling improve, I realize that I am gaining victory over this problem in my life.

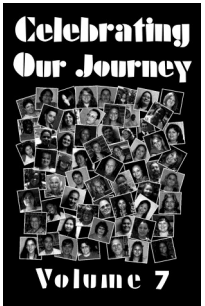
*Francis Alexander*

Some of the authors shared memories that might never have been recorded without writing opportunities offered by local literacy programs. Just hear the passion in the following oral history written by Erica Calzada with Opportunities Industrialization Center in Oklahoma City.

### The Sacred Recipe

When I was eight years old, I went into the kitchen with my grandma for the first time. I was so excited to be there with her. She told me, "I'm going to tell you a secret of the family. It is a sacred recipe." I got choked up when she told me that. It was me she picked to cook with her and not my cousins. Cooking with grandma is very, very special. I was so happy when we started to get out the different dishes. We took out a lot of different food. I looked at my grandma and smiled. She asked me, "Are you ready to cook?" I smiled and told her, "Yes, I am ready to cook with you." "This is a sacred recipe in the family," she told me again. We started cooking. The room started to smell so good. Mmmm, it smelled so good! "Grandma, it is making me so hungry."

Some other similar dishes prepared by others are just not the same. I am so sorry that I cannot give you my grandma's recipe because it is a family secret. Just like my sister always says now when she is cooking, "This is a sacred recipe."



*Erica Calzada*

For more stories written by Oklahoma adult learners visit [odl.state.ok.us/literacy/](http://odl.state.ok.us/literacy/)

## History of Literacy Efforts in Oklahoma

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 Literacy Resource Office (LRO) in the Oklahoma Department of Libraries (ODL) plays a key role in the success of Oklahoma literacy efforts by providing leadership, resources, and technical assistance to the field.

1983—2011

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 organiza-

tions, 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 fourteen years. Funds allowed local programs to provide improved services to learners and increased support for tutors. 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.

Since 1997, a partnership between ODL and the Department of Human Services (DHS) has supported the Temporary Assistance to Needy Families (TANF) Literacy Project. In collaboration with local literacy programs, up to thirty 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 assisting learners with characteristics of learning disabilities.

Other accomplishments and initiatives

## History of Literacy Efforts in Oklahoma

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 tutor training model. The interactive and flexible tutor workshop, now in its third revision, has been adopted by Oklahoma literacy programs. The model continues to evolve to meet the changing needs of learners and tutors in today's world.

Local programs and TANF sites were trained to better identify ways to address learner needs by using the PowerPath screening tool.

In 2010, local literacy programs were given the opportunity to purchase computer hardware and software with technology grants from ODL. The new resources helped programs enhance teaching, train new tutors, track progress, and access information.

Individuals throughout the state gained access to GED Connections and TV411 programming and materials thanks to the Oklahoma City Community Foundation, OETA, ODL, Cox Communications, and other partners. These literacy programs continue to be available on OETA, Cox Cable, online, or by DVD.

It's not all about adult literacy. Since 2001, DHS and ODL have collaborated to provide emergent literacy training and materials to hundreds of DHS child care staff. Additionally, ODL, OETA and other partners annually provide an average 15,000 free books to children at-risk for low literacy.

Between 2007 and 2010, Oklahomans

rallied to help the state win three national First Book contests resulting in the distribution of more than 90,000 new books to Oklahoma children.

In collaboration with numerous partners including OETA, Target, Capitol Hill High School, Metro Tech, and Oklahoma City Rotary Clubs, ODL hosts the annual Read Across Oklahoma celebration to promote reading and early literacy. In 2011, more than 1,500 pre-k children served by ODL's Ready to Learn project and more than 1,000 children from the general public attended the largest event to date held at the Oklahoma City Zoo.

The Oklahoma Library Association continued to expand its Read\*Y'All campaign to promote literacy. Posters featuring Toby Keith, Vince Gill, Carrie Underwood, and other Oklahoma personalities were made available thanks to sponsors including ODL.

*Celebrating our Journey, Vol 7* was published in 2011. This collection of more than 170 inspiring and heartwarming stories was written by adult learners from throughout the state. A special book signing reception was held at the joint literacy and adult education conference to honor the authors.

Oklahoma library and community based literacy programs continue to offer help and hope to adults seeking to improve basic literacy skills. ODL staff is dedicated to strengthening local programs by assisting with program development, resources, training, accountability, and outreach.



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**

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**

A voluntary process sponsored by ProLiteracy in which local programs participate in self assessment and documentation of standards which improve the quality of services.

### **Adult Learner**

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 Plus**

Basic English Skills Test Plus is a reliable

tool for assessing the oral proficiency of adult English language learners. A face-to-face oral interview measures performance over the full range of proficiency levels represented in adult education programs

### **CBO**

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

### **Coordinator**

An 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—may also be referred to as ESL, English as a second language learner.

### **Emergent Literacy**

Describes what children know about reading and writing before they can

## Literacy Definitions

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.

### **Family Literacy**

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

### **Functional Illiteracy**

Describes the condition of adults who meet significant obstacles in their daily lives due to low reading abilities such as difficulty reading things like street signs, recipes, warning labels, job applications, lease agreements, etc. These individuals 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**

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

### **LD**

The term learning disability 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. 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 fifty 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 using prose, document, and quantitative literacy skills.

### **NCFL**

National Center for Family Literacy is 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. (famlit.org)

### **New Readers Press**

The publishing arm of ProLiteracy provides instructional tutor support materials, high-interest/low-level books and digital materials. (newreaderspress.com)

### **ODL**

Oklahoma Department of Libraries is the official state library of Oklahoma that serves the information and records management needs of state government; assists with public library development; coordinates library and information technology projects for the state; and serves the general public through specialized collections. Includes the LRO. (odl.state.ok.us)

### **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. It is comprised of individuals, literacy programs, state and local agencies, businesses, and civic organizations that are committed to supporting local and state-wide literacy initiatives. (odl.state.ok.us/literacy/coalition)

### **Open Minds**

This 9-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 break-downs in vision and hearing functions, information processing, attention difficulties, and visual stress syndrome. (powerpath.com)

### **Program**

The 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.

# Literacy Definitions

## **ProLiteracy**

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 fifty states as well as international programs. (proliteracy.org)

## **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's results of the study.

## **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**

A person qualified to conduct tutor trainings and other literacy workshops.

## **Tutor**

A volunteer 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 of Adult Learners United to Educate is a national organization aimed at strengthening adult literacy efforts in the United States through learner involvement and leadership. (valueusa.org)

## **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.

**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, during FY 2011, 8,126 inmates were tested for reading comprehension within ninety days of their prison admission date. Of those tested, 2,021 (24.9%) read at or below a fifth grade level (5.9 or lower) and 7,407 (91.2%) read at or below a ninth grade level (9.9 or lower). (Oklahoma Department of Corrections)

The cost of housing an individual in maximum security in the Oklahoma State Penitentiary in 2010 was \$27,692. (Oklahoma Department of Corrections)

This far exceeded the 2010 average cost of room, board, tuition and books at the University of Oklahoma, which was \$17,427. (University of Oklahoma)

ProLiteracy reported a 1% increase in high school graduation rates nationwide could save approximately \$1.4 billion in costs associated with incarceration.

**How widespread is illiteracy nationally?**

The 2003 NAAL measured English language literacy among adults ages sixteen 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

## Overview

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%

To access the full 2003 NAAL's report, go to [nces.ed.gov/naal/](http://nces.ed.gov/naal/)

The US Census is another tool that can be used when examining literacy statistics. The American Community Survey (ACS) 2005–2009 report indicated that 14.4% of adults ages twenty-five and older did not have high school diplomas. Approximately 16.4% of Oklahomans were reportedly living below the poverty level, and 5.8 % of Oklahoma's population ages sixteen and older was unemployed.

The Profiles 2010 State Report from the Oklahoma Office of Accountability revealed that during the 2009 school year 27% of 8th grade students scored below basic and 47% scored in the basic category on the National Assessment of Educa-

tion Progress. These percentages were slightly higher than the national average. To access the full report, visit [SchoolReportCard.org](http://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, and Voice of Adult Learners United to Educate provide adult literacy resources, advocacy, and services.

### What is happening in Oklahoma?

There are approximately fifty library and community based literacy programs 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. The 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 *Voyager*, *Laubach Way to Reading*, *Endeavor*, and *Challenger* 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 non-native speakers. Real-life materials such as work manuals, 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 nine hours of training. This training provides information on how adults learn, teaching materials and strategies, and support services.

Most tutors volunteer to work one-to-one or in small groups with adult learners reading below the 6th 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, computer instruction, ELL assistance, 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,

## Overview

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 may provide literacy program office space, materials and space for tutoring, offer computer and Internet access, and collections of high interest/low level reading materials for adult learners. Some libraries write grants to support literacy, 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. 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 distributed statewide by mail to literacy supporters and published online at [odl.state.ok.us/literacy](http://odl.state.ok.us/literacy).

In addition, the office provides grant opportunities and training for tutors, program directors, literacy trainers, and adult learners. Contact LRO by calling 800-522-8116 or 405-522-3205. 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 of individuals, state and local agencies, businesses, and civic organizations 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, go to Appendix B of this manual, visit [odl.state.ok.us/literacy/services/olc](http://odl.state.ok.us/literacy/services/olc) or contact the coordinator at [oklitcoalition@yahoo.com](mailto:oklitcoalition@yahoo.com) or call 580-762-4580.



One fifth of the world's adult population or 796 million adults do not possess "the ability to read and write, with understanding, a short, simple sentence about one's everyday life." Two thirds of these were women. (*2011 Creating and Sustaining Literate Environments, 2011*—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 2010, 85% of Americans ages twenty-five and over had at least completed high school. (U S Census)

By 2010, about one in five U.S. residents ages five and older or nearly 57 million people reported regularly speaking a foreign language at home. This represented an increase of 10 million people from the 2000 census. Spanish remained the most often spoken language other than English and just over half the Spanish speakers ages 18–64 reported speaking English "very well." (U S Census)

In January 2011 the unemployment rate among individuals without a high school diploma was more than three times the rate of those with a bachelor's degree or higher. (Oklahoma Department of Libraries, Literacy Resource Office—[odl.state.ok.us/literacy/statistics/workforce.htm](http://odl.state.ok.us/literacy/statistics/workforce.htm))

America is losing its place as a world leader in education, and in fact is becoming less educated. Among the thirty free market countries, the US is the only nation where young adults are less educated than the previous generation. The American economy requires that most workers have at least some postsecondary education or occupational training to be ready for current and future jobs in the global marketplace, yet we are moving further from that goal. (Oklahoma Department of Libraries, Literacy Resource Office—[odl.state.ok.us/literacy/statistics/workforce.htm](http://odl.state.ok.us/literacy/statistics/workforce.htm))

As of 2009, 62% of jobs require a two year or higher degree. The prediction for 2020 is 75%. (US Department of Labor)

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 2010 Census, workers ages eighteen and older with bachelor's degrees earned an average of \$48,485 a year, while those with high school diplomas earned \$27,281, and those without

## General Literacy Statistics

high school diplomas averaged \$19,492.  
(US Census)

The cost of low literacy in the US is \$225 billion or more each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.  
(ProLiteracy)

Nearly nine out of ten adults have difficulty using the everyday health information that is routinely available in our healthcare facilities, retail outlets, media and communities. (Centers for Disease Control and Prevention)

Current data indicates that more than a third of American adults—some 89 million people—lack sufficient health literacy to effectively undertake and execute needed medical treatments and preventative health care. (AMA Foundation)

Nationwide, three-quarters of state prison inmates are drop-outs as are 59% of federal inmates. In fact, drop-outs are three to five times more likely than high school graduates to be incarcerated in their lifetime. (*Every Nine Seconds in America a Student Becomes a Dropout*)

The US Census Bureau is still analyzing the data compiled from the 2010 Census. This information will be posted at the Census Bureau website, census.gov as it is made available to the public. The website also offers 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 at [odl.state.ok.us/literacy/statistics/workforce.htm](http://odl.state.ok.us/literacy/statistics/workforce.htm)**

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.

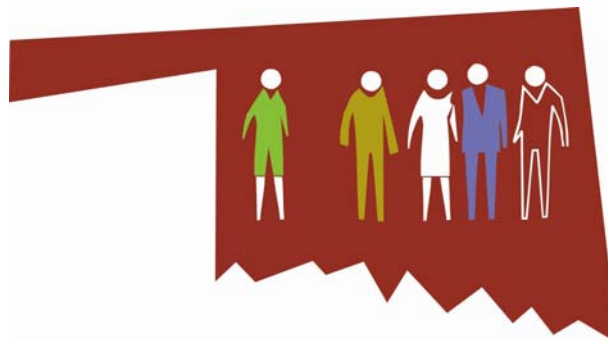
There is no single, 100% accurate way to determine the literacy rate for a state, county or city. The best thing a program can do is to consider a number of “indicators” that are useful in determining the need for literacy services. These include, but are not limited to, census data, dropout rates, and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

**Census**—Data is only collected every 10 years. The 2010 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 US 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.

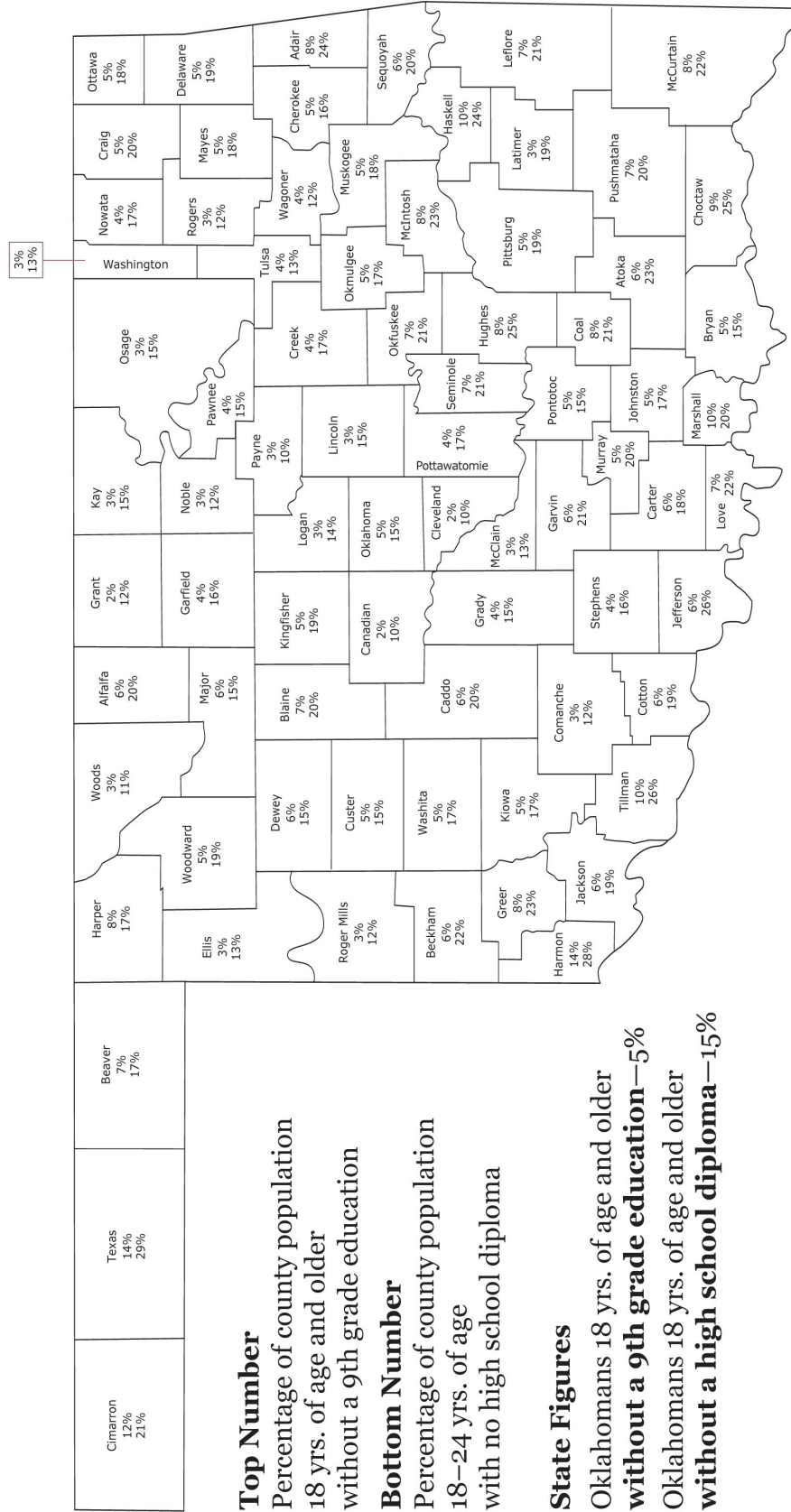


### What to do

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

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

# Oklahoma Educational Levels



Based on statistics from the 2010 Census • U.S. Census Bureau • factfinder.census.gov

## Using the US Census Website for Literacy Statistics

Go to [census.gov/](http://census.gov/)

Click on the **Data** tab in the bar at the top of the page.

Click on American FactFinder.

In the Quick Start section, type in your area of interest (such as Educational Attainment, Poverty, Race, Sex, etc.) in the **topic** window.

In the **geography** window, enter Oklahoma (for statewide results) or your county (for local results).

Choose **Educational Attainment** and click “go” to see three tables. The first three tables will be one, three, and five year estimates.

You now have the most up to date census estimates for your county or for the state.

Notes:

Generally speaking, the most accurate data will be reported using the five year estimate.

For more information about which table to use, visit:

[census.gov/acs/www/guidance\\_for\\_data\\_users/estimates/](http://census.gov/acs/www/guidance_for_data_users/estimates/)

When using data, provide the source. For example, if you use the five year estimate, cite ACS 2006–2010.

Provide the Margin of Error. For example, the percentage of Oklahomans 18–24 without a high school diploma is 18.9% with a margin of error of +/-0.4



## How to Calculate Statistics Using the Census

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 access the FactFinder page.
2. The first section will cover the **population 18–24 years**. Note the number of people in that category by looking in 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 twenty-five years and over.
7. This gives you the **number of people over age twenty-five with at least a high school education**.
8. Subtract “Population 25 years and over with at least a high school education” from “Population 25 years and over” to find the **number over age twenty-five 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 eighteen with less than a high school education**.

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



## Calculations for the State of Oklahoma



Using the 2006–2010 American Community Survey 5–Year Estimates, the following steps provide an estimated number of Oklahomans age eighteen and older with less than a high school diploma.

Population 18 to 24 years 381,499

Less than high school graduate 18.9%

**381,499 x 18.9% = 72,103** (number of people 18–24 with less than a high school education)

Population twenty-five years and over 2,380,819

Percent high school graduate or higher 85.4%

**2,380,819 x 85.4% = 2,033,219** (number of people over age twenty-five with at least a high school education)

**2,380,819 - 2,033,219 = 347,600** (adults over age twenty-five with less than a high school education)

**72,103 + 347,600 = 419,703** (estimated number of Oklahoma adults eighteen years and older with less than a high school diploma)

## Oklahoma High School Dropout Rate

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 drop-out rates are calculated. According to the *Profiles 2010 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. Alfalfa and Cimarron counties reported zero dropouts while Adair, Kay, and Okfuskee had a four-year dropout rate of 20% or higher. Statewide the Class of 2010 had three high schools in the state with a dropout rate above 40%. However, 120 Oklahoma high schools (26%) did not

report a single dropout over the four year period for the Class of 2010.

The four-year state dropout rate was 11.1%, a continued decrease from previous years.

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



## Class of 2011—Four-Year High School Dropout Rate

Adair	15.1%	LeFlore	06.3%
Alfalfa	01.8%	Lincoln	05.6%
Atoka	14.4%	Logan	06.8%
Beaver	05.5%	Love	16.2%
Beckham	14.0%	McClain	04.7%
Blaine	05.0%	McCurtain	01.5%
Bryan	06.4%	McIntosh	10.0%
Caddo	06.0%	Major	05.9%
Canadian	06.9%	Marshall	10.9%
Carter	10.2%	Mayes	09.7%
Cherokee	10.8%	Murray	05.1%
Choctaw	03.8%	Muskogee	15.8%
Cimarron	04.3%	Noble	02.8%
Cleveland	07.4%	Nowata	00.0%
Coal	02.2%	Okfuskee	26.4%
Comanche	10.7%	Oklahoma	11.7%
Cotton	01.0%	Okmulgee	06.5%
Craig	04.3%	Osage	04.7%
Creek	10.8%	Ottawa	01.7%
Custer	09.5%	Pawnee	07.1%
Delaware	11.6%	Payne	08.7%
Dewey	06.8%	Pittsburg	14.3%
Ellis	00.0%	Pontotoc	07.5%
Garfield	09.2%	Pottawatomie	08.7%
Garvin	07.0%	Pushmataha	06.7%
Grady	10.4%	Roger Mills	01.5%
Grant	04.7%	Rogers	08.5%
Greer	5.0%	Seminole	09.8%
Harmon	04.3%	Sequoyah	09.8%
Harper	05.1%	Stephens	14.7%
Haskell	07.3%	Texas	11.9%
Hughes	11.1%	Tillman	10.1%
Jackson	14.3%	Tulsa	13.0%
Jefferson	08.1%	Wagoner	16.1%
Johnston	12.3%	Washington	08.7%
Kay	18.8%	Washita	05.6%
Kingfisher	00.4%	Woods	07.6%
Kiowa	11.9%	Woodward	08.9%
Latimer	03.0%		
		<b>State average</b>	<b>10.2%</b>

## State Assessment of Adult Literacy

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

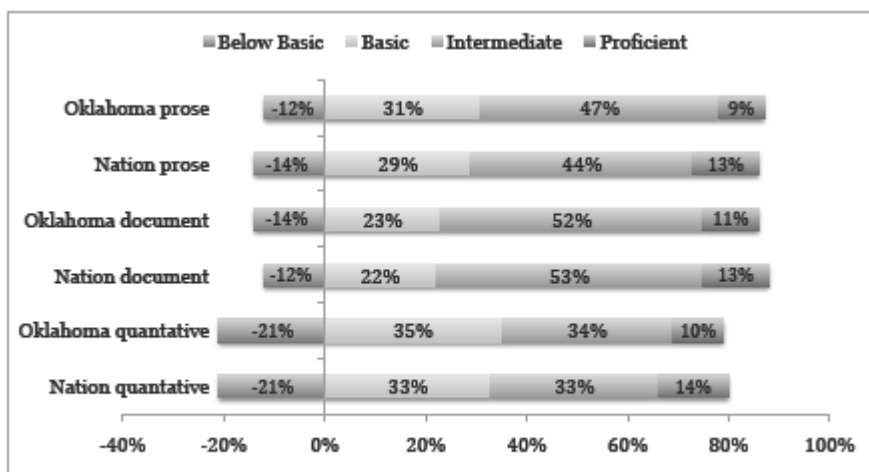
**Proficient:** having the skills necessary to perform more complex and challenging literacy activities

Example: comparing viewpoints in two editorial articles

## State Assessment of Adult Literacy

The study indicated that 12% of Oklahoma adults performed at the *Below Basic* level in Prose Literacy and 31% performed at the *Basic* Level as compared to the nation at 13% and 29% respectively. Considering individuals performing at *Below Basic* and *Basic* levels as potential literacy “customers,” these statistics are significantly higher than when using census or dropout statistics.

See graph below for percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level: 2003



To view the entire Oklahoma SAAL report visit, [sde.state.ok.us/Programs/LifelongLearn/pdf/SAAL.pdf](http://sde.state.ok.us/Programs/LifelongLearn/pdf/SAAL.pdf)

State and county estimates of low literacy can be found for all states including Oklahoma at [nces.ed.gov/naal/estimates/StateEstimates.aspx](http://nces.ed.gov/naal/estimates/StateEstimates.aspx)

These estimates report *Below Basic* levels only.

## The Local Literacy Group

### **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 nine hour tutor training workshop. There are many methods and formats that can be used for tutor training. Open Minds 3 training agenda can be found on pages 56-58 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.



Bartlesville Public Library Literacy Services representatives attend literacy conference.

### **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

### **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

### **Evaluate learner progress and program effectiveness**

#### Assessment

- \* Implement the use of a learner assessment tool such as the Wide Range Achievement Test-4 or the Basic English Skills Test
- \* Help learners determine long and short term goals
- \* Evaluate periodically to determine if 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

## Sample Goals and Activities

### 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

### **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; and or 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 twenty-four hours in advance of each meeting
- keep minutes of all meetings and make them available for public inspection



- provide a list of all scheduled meetings for the upcoming year to the county or municipal clerk by December 2 of the preceding year

For more detailed information, view [foioklahoma.org](http://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

### **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

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

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 tutors' files. 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.

## 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 registration 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,

## Financial Management

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.

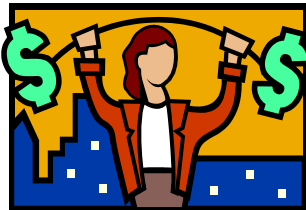
Consider the following suggestions for fundraising:

### 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 provide 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 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 want to purchase supplementary materials on health or finance. If the group has a special interest, they may choose 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  
[tgci.com/publications.shtml](http://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 four 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



Great Plains Literacy Council, Altus  
Annual Spelling Bee

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. See sample reimbursement form.

**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

## Financial Management

### **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  
oktax.state.ok.us

Information regarding federal taxes may be found at <http://www.irs.gov/localcontacts/article/0,,id=98323,00.html>



### 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:

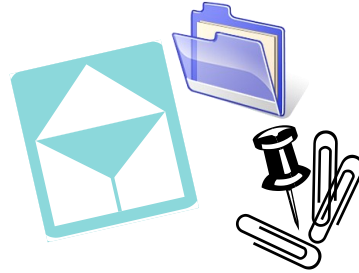
- \* photocopying
- \* postage
- \* inclusion of literacy information in bank or utility mail-outs
- \* inclusion of literacy information in club or business newsletters
- \* computers/technical service
- \* office space, utilities, Internet
- \* bags or folders for workshops
- \* expertise or speakers 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

## Introduction

In 1997, thirty individuals representing nineteen literacy organizations throughout the state met to identify quality indicators for Oklahoma literacy programs. Standards were adopted in the following areas: 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:

1. determine, update, and support the organization's mission and purpose
2. create written bylaws and policies
3. develop written board committee and officer job descriptions
4. ensure effective organizational planning
5. determine the organization's programs and services
6. recruit and provide orientation for new board members
7. select, support, and evaluate the literacy director
8. ensure adequate resources
9. see that resources are managed effectively
10. enhance the organization's public image
11. participate in annual board training
12. 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

reviewed and updated on a regular basis including:

1. 501(c)3 non-profit status
2. non-discriminatory hiring practice in the event of paid staff
3. adherence to open meetings, open records laws
4. bylaws
5. 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

1. delineates the activities to be carried out
2. identifies program goals and objectives
3. defines program capacity
4. 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

1. an annual budget that is approved by

the board or advisory group

2. an annual financial review or audit that is conducted by an external party
3. an accounting process that will support a successful audit
4. a position and practice regarding insurance including program liability, worker's compensation, health benefits, etc.
5. a reasonable expense allocation for serving learners diagnosed with disabilities

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

A program should have

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

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

## Quality Standards

A program should have

1. a process for recording the actual costs of operating the program
2. a fund raising plan that includes budgeted activities and diversified strategies for soliciting fiscal as well as in-kind support
3. 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

1. a system for collecting ongoing information about program participants, tutor and learner retention rates, and learner achievement
2. a process for analyzing this data, at least semiannually, in order to assess a program's success and help redesign program activities
3. a process for evaluating the outcomes of specially funded activities
4. 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

1. determine the number of learners that can be served by the program
2. determine when additional resources

are required to meet the program's needs

3. 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

1. be knowledgeable of local, state, and national literacy initiatives and promotions
2. develop and exchange local newsletters and subscribe to appropriate publications
3. attend conferences and meetings
4. access literacy information on the Internet
5. 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

1. promote public awareness about literacy programs
2. reach a broad range of community groups
3. involve learners in the public relations process
4. communicate with the media on an ongoing basis
5. use a variety of print and non-print materials

### D. Services

The services offered by a program should

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

### E. Instructional Materials

A literacy program should have instructional material that

1. is learner-centered
2. uses a variety of approaches that includes an active role for the learner
3. is appropriate for the various learning styles of program participants
4. addresses the needs of culturally diverse adults
5. includes a variety of formats and contexts, using different types of technology where possible

6. includes enrichment materials that can be used to supplement standard program materials
7. provides for appropriate materials for learners with characteristics of learning disabilities

### F. Literacy Trainers/Tutor Training

To assure quality tutor training, programs should

1. have at least one tutor trainer or have access to one through collaboration with another literacy program
2. encourage each trainer to complete a minimum of three hours of continuing education each year
3. be responsible for monitoring the performance of trainers annually
4. 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

1. identify target populations of potential volunteers
2. specify strategies for reaching the target population of volunteers
3. use varied approaches to recruit volunteers who are appropriate matches for the program
4. determine the number of volunteers that can reasonably participate in a

## Quality Standards

program

### B. Tutor/Volunteer Training

Tutor training should include

1. an orientation and initial screening process for the volunteers
2. at least one tutor training per year
3. an effective, structured training program that incorporates the following guidelines
  - i. at least nine 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

1. evaluating trainings
2. conducting follow-up surveys

### E. Volunteer Management

A literacy program should have

1. a process for recording all training activities in which volunteers participate
2. a communications network for disseminating information to volunteers and getting information from volunteers
3. a formal recognition process for volunteers

## **Learner Recruitment, Intake & Development**

### A. Learner Recruitment

Activities should be varied and include

1. identification of the target populations of potential learners
2. specific strategies for reaching the target populations of learners
3. 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

1. an intake process to determine a new learner's literacy strengths and

weaknesses, goals, special needs, and learning styles

2. 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
3. a process for clarifying the expectations of a learner and the services that the program can offer to meet those expectations
4. a system for matching a learner with an individual tutor or group
5. an established learner orientation procedure
6. a process for ensuring an appropriate and effective instructional setting
7. a process for reassigning learners and tutors when the relationship is not functional or otherwise requires a change
8. 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

1. utilize assessment tools that accurately reflect a learner's progress

toward his/her goals and establish new goals as needed

2. actively involve the learner in the assessment process and goal setting
3. reassess all learners after eighty hours of instruction or one year whichever comes first
4. utilize assessment data to analyze learner progress

### D. Learner Retention

To address learner retention, programs should

1. try to determine the reason a learner leaves a program
2. 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

1. a learner support group or equivalent that provides opportunities for learners to meet together for continuing education and/or personal development
2. opportunities for learners to participate in and evaluate program planning and operation activities
3. 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

## Quality Standards

4. identifying and implementing a process for acknowledging learner progress, achievements, and contributions
5. 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**

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 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.

# Sample Bylaws

## 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**

Shall 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 shall be provided.

#### **Section 4—Types of Committees**

**Executive Committee**—The officers and immediate past president shall comprise the executive committee. They shall 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 shall 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

# Sample Bylaws

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 thirty days before the meeting.

## **Section 3— Special Meetings**

Other meetings of the board of directors shall 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 shall 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 shall 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 following: 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

## **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 nine 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. Visit [fasb.org/pdf/fas116.pdf](http://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 using information from the Bureau of Labor Statistics. Nationwide, for 2010, the estimated dollar value of volunteer time is \$21.36 per hour. For more information or for the current year's value, visit [independentsector.org/volunteer\\_time](http://independentsector.org/volunteer_time)

## **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. They 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/her efforts. Accept each learner as he/she 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.

### **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. See Appendix O.**

# Sample Volunteer Tutor Job Description

## **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 eighteen years old and have a high school diploma or equivalent.

## **Training**

Tutors are required to attend a nine hour Open Minds tutor workshop which includes a one hour orientation. Following the workshop, tutors must participate in a minimum of two 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.



## Sample Volunteer Tutor Job Description

### 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.

Call the XYZ Literacy Program at (insert number here) for information about upcoming tutor training workshops.

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

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.



Terry Terflinger and tutor Catherine Blakley study at Bartlesville Public Library Literacy Services.

## Tutor Training Workshops

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

The LRO encourages local programs to train tutors using Open Minds. This nine-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.

The LRO has identified a number of trainers statewide and provided training using the Open Minds model. If local training teams are unavailable, programs may select a trainer from Appendix D of this manual or call the LRO for assistance. An honorarium should be offered to all trainers who are not local council members. The suggested honorarium 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 meets the requirements to be approved by 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 online 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 technology equipment. 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 whiteboard 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 handouts and workshop folders should be prepared for each participant. Each participant should receive a workshop agenda (sample workshop agendas can be found

on the following pages of this manual). **To receive a copy of the complete Open Minds manual, contact the LRO.**

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 street and email addresses 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 and other state or national organizations.



## Innovative Strategies for Oklahoma Literacy Instruction Tutor Training

### Orientation Agenda

Welcome and Introductions	5 minutes
Statistics, Reasons for Illiteracy	15 minutes
About the Local Literacy Program	15 minutes
Adult Learner/Tutor Speaker	15 minutes
Follow-up Information and Questions	10 minutes



Innovative Strategies for Oklahoma Literacy Instruction  
Tutor Training

Six Hour Core Agenda

Welcome and Introductions	5 minutes
Learning Styles	30 minutes
Principles of Adult Learning	25 minutes
Curriculum	60 minutes
Review	10 minutes
Goal Setting	40 minutes
Language Experience Approach	40 minutes
Reading Strategies	60 minutes
Review	20 minutes
The First Meeting	60 minutes
Wrap-up	10 minutes



## Innovative Strategies for Oklahoma Literacy Instruction Tutor Training

### Three Hour Core Agenda

Welcome/Review	20 minutes
Curriculum Follow-up/Real World Material	40 minutes
Introduction to Accommodations	30 minutes
Lesson Planning	70 minutes
The Tutoring Venture	20 minutes

### 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. Nationwide, for 2010, the estimated dollar value of volunteer time is \$21.36 per hour. For more information, visit [independentsector.org](http://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) and/or 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; and 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.

See Appendix O for volunteer management materials in LRO lending library.

# Adult Learners

## 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 include:

- \* 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 such as:

<b>United Way</b>	<b>Salvation Army</b>
Head Start	labor unions
<b>social services</b>	<b>banks</b>
<b>offices</b>	jails
Department of	<b>rescue missions</b>
Motor Vehicles	rehabilitation
<b>YMCA/YWCA</b>	programs
Social Security	<b>migrant groups</b>
offices	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 eighteen 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

## Adult Learners

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 reason 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 realistic perspective to the board's decisions.

Qualifications of adult learners for board membership include:

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

Preparing the adult learner for the board include:

- \* 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 include:

- ◇ Be aware that the adult learner may feel intimidated. This may be a new

## Adult Learners

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 include:

- \* 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 1-7.

Volumes 4-7 are available online at [odl.state.ok.us/literacy/publications/index.htm](http://odl.state.ok.us/literacy/publications/index.htm)

### 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, Option 4 for more information.

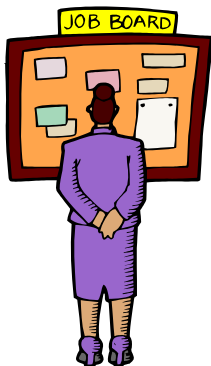
# Publicizing Services

## 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
- ◇ 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

### 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 it is 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

## Publicizing Services

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 details, 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," 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 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.

## Publicizing Services

### 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.
- \* Spell out numbers one to one hundred. 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 twenty 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 in the brackets.

**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

###

## Publicizing Services

### F. 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 ex-

amples 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 nine 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 eighteen 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.

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." (continued next page)

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)**.

###

## Publicizing Services

### 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 current value of volunteer hour**)."

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**), "Statistics from the 2003 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."

(continued next page)

The local literacy program addresses the need for literacy services by providing free 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, [odl.state.ok.us/literacy](http://odl.state.ok.us/literacy) or contact **(name of program)** at **(program number)**.

###

## Publicizing Services

### 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 sixteen 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 [odl.state.ok.us/literacy](http://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 **(program name)**.

During a presentation held at **(location)** on **(name of occasion such as 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 **(program name)** 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 [odl.state.ok.us/literacy](http://odl.state.ok.us/literacy)

###





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

- \* Toll-free phone

You may call 405-522-3205 locally, or toll free within the state at 800-522-8116, option 4. 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 informa-

tional resources on topics including 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 [odl.state.ok.us/literacy](http://odl.state.ok.us/literacy)

### **Literacy Resource Office Staff**

#### **Leslie Gelders, Literacy Administrator**

Leslie brings more than twenty five 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**

As a former local literacy director, Rebecca understands the needs and challenges faced by volunteer literacy programs. As the ODL literacy grant administrator, she provides technical assistance,

## Appendix A—The Literacy Resource Office

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 a past president of OLC.

### **Kerri McLinn, TANF and Ready to Learn coordinator**

Kerri's involvement in emergent literacy efforts has resulted in thousands of books being given to children at-risk for low literacy each year. As *Ready to Learn* coordinator, she coordinates the successful *Read Across Oklahoma* celebration held annually at the Oklahoma City Zoo. In 2012, Kerri assumed administration of the TANF literacy project and works with community-based programs that provide literacy instruction to TANF clients referred by DHS caseworkers. She also provides assistance in the development of *Literacy Tracker*, a new tracking and reporting system and helps local programs with related questions.

## Appendix B—The Oklahoma Literacy Coalition



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 [oklitcoalition@yahoo.com](mailto:oklitcoalition@yahoo.com) or 580-762-4580. View the website at [odl.state.ok.us/literacy/services/olc](http://odl.state.ok.us/literacy/services/olc)



## Appendix C—Local Programs and Contacts

Ada	Pontotoc County Literacy Coalition Hugh Warren Memorial Library 124 S Rennie Carol Williams	580-436-5443 580-436-0534 fax plc@ada.lib.ok.us
Ada	Chickasaw Nation Office of Supportive Services 300Rosedale Lynne Chatfield chickasaw.net/services/index_3360.htm	580-421-7711 580-272-1224 fax lynne.chatfield@chickasaw.net
Altus	Great Plains Literacy Council Southern Prairie Library System 421 N Hudson Ida Fay Winters spls.lib.ok.us/literacy.html	580-477-2890 x110 580-477-3626 fax literacy1@spls.lib.ok.us
Antlers	Pushmataha County Literacy Council PO Box 8, Snow OK Fred Kimball	580-298-5365 pushliteracycouncil@yahoo.com
Ardmore	New Dimension Literacy Council Ardmore Public Library 320 E St NW Carolyn Pirtle ardmorepublic.lib.ok.us	580-221-3222 580-221-3240 fax pirtle@brightok.net
Bartlesville	Bartlesville Public Library Literacy Services 600 S Johnstone Karen Kerr bartlesville.lib.ok.us	918-338-4179 kkerr@bartlesville.lib.ok.us literacy@bartlesville.lib.ok.us
Catoosa	Catoosa Public Library 105 E Oak Janie Ducotey	918-266-1684 918-266-1685 fax jducotey@catoosapubliclibrary.com
Checotah	Checotah Literacy Council Jim Lucas Public Library 626 W Gentry St DeLois McGee eodls.lib.ok.us/checotah.html	918-473-6715 918-473-6603 fax delois_21941@yahoo.com
Claremore	Rogers County Literacy Council Will Rogers Library 1515 N Florence Ave Cara Carroll roceread.org	918-277-4331 roceread@yahoo.com
Clinton	Westcentral OK Literacy Coalition See Weatherford	580-774-2541

## Appendix C—Local Programs and Contacts

Coalgate	Coal County Public Library Literacy Program 115 West Ohio Lori Williams	580-927-3103 loriw@oklibrary.net
Duncan	Duncan Area Literacy Council 2300 Country Club Road Cheryl Dowell	580-736-1170 dalc@cableone.net
Durant	Durant Literacy Council, Inc. 403 S 4 <sup>th</sup> Ave Linda Potts	580-920-1253 580-920-1253 fax l_potts@netcommander.com
Edmond	Project READ PO Box 2822 27 E 15 <sup>th</sup> Mary Young	405-348-7323 405-348-7361 fax preadok@sbcglobal.net
Elk City	Western OK Learning Center 1502 W 8 <sup>th</sup> Jana Smithey	580-225-3456 580-225-3607 fax jksmithey@att.net
Holdenville	Grace M Pickens Public Library Reading Assistance Program PO Box 1013	405-712-0241
Jay	Delaware County TANF PO Box 1013 Gail Sperry	918-253-2867 tanf_literacy@brightok.net
McAlester	McAlester Regional Literacy Council McAlester Public Library 401 N 2 <sup>nd</sup> St Ann Grilliot	918-421-4931 918-423-5731 fax mcalesterlit@yahoo.com
Marietta	See Ardmore  Miami Miami Public Library 200 N Main Goria Benton miami.lib.ok.us/literacy.shtml	580-223-8290  Miami Literacy Council 918-542-5579—918-541-2292 918-542-9363 fax gbenton7@gmail.com
Midwest City	Literacy Link Midwest City Library 8143 E Reno John Amicon literacylinkok.org	405-732-2737 405-732-3572 fax litlink@gmail.com
Moore	See Norman	



## Appendix C—Local Programs and Contacts

Muskogee	Muskogee Area Literacy Council Muskogee Public Library 801 W Okmulgee Penny Chastain eok.lib.ok.us/litadult.html	918-682-6657 x 246 918-682-9466 fax chastainp@eok.lib.ok.us
Norman	Cleveland County Literacy Program Norman Public Library 225 N Webster Jane Douglass justsoyouknow.us/literacyinfo	405-701-2682 405-701-2649 fax janed@pls.lib.ok.us
OKC	OK Baptist General Convention (ESL) 9712 Warriner Circle Thelma Burchfiel	405-919-7433 web316@sbcglobal.net
OKC	Community Literacy Centers, Inc. 5131 N Classen Circle, STE 204 Becky O'Dell communityliteracy.com	405-524-7323 405-608-0533 fax okcread@aol.com
OKC	OKC Family Literacy Program 3500 N Lindsay Vicki Land	405-587-1441 vlland@okcps.org
OKC	OKC Metro Literacy Coalition PO Box 14456	405-830-2790
OKC	Opportunities Industrialization Center 400 N Walnut Ave Patricia Kelly oicofoklahomacounty.org	405-235-2651 405-235-2653 fax oicpk@sbcglobal.net
OKC	Opportunities Industrialization Center Volunteer Literacy Services 400 N Walnut Ave Blair Lanning	405-235-2651 405-235-2653 fax oicblair@sbcglobal.net
Oklahoma	Oklahoma Literacy Coalition 522 N 14 <sup>th</sup> St #236 Ponca City Joni Dyer odl.state.ok.us/literacy/coalition/index.htm	580-762-4580 oklitcoalition@yahoo.com
Pawhuska	Pawhuska Literacy Council 61 Cedar Ridge Gail Boe	918-287-1776 918-287-2224 fax plc2@haosagecounty.org

## Appendix C—Local Programs and Contacts

Perkins	Starting Points—Literacy, Education and Employment Resources Iowa Tribe of Oklahoma RR 1 Box 721 Sandy Tharp-Thee	405-547-2402 X 213 888-336-4692 405-547-1090 fax stharp@iowanation.org
Ponca City	Ponca City Area Literacy Council Ponca City Library 515 E Grand Ave Marcia Hickman	580-767-0351 580-767-0377 fax pcarealiteracy@yahoo.com
Poteau	Literacy Council of LeFlore County Buckley Public Library 408 Dewey Ave Laura Young buckley.lib.ok.us	918-647-3833 918-647-8910 fax literacypoteau@gmail.com
Purcell	McClain County Literacy Program Purcell Public Library 919 N 9 <sup>th</sup> St Adriana Losoya Chavez justsoyouknow.us/literacyinfo	405-527-5546 405-701-2664 405-701-2649 fax achavez@pls.lib.ok.us
Sapulpa	Creek County Literacy Program 15 N Poplar Barbara Belk creekliteracy.org	918-224-9647 918-224-8358 fax creeklit@yahoo.com
Seminole	Seminole Public Library 424 N Main St Linda Fox	405-382-4221 405-382-0050 fax libdirector51@yahoo.com
Shawnee	Pottawatomie County Literacy Program Shawnee Public Library 101 N Philadelphia Beth Lyle justsoyouknow.us/literacyinfo	405-273-3334 405-273-0590 fax
Stillwater	Stillwater Literacy Council Stillwater Public Library PO Box 1341 1107 S Duck Arlene Devers	405-372-2144 405-372-2144 fax stillwaterliteracycouncil@gmail.com
Tahlequah	Cherokee County Literacy Council Tahlequah Public Library 120 S College tahlequah.lib.ok.us/litprogram.htm	918-456-2581 ext 26 918-458-0590 fax

## Appendix C—Local Programs and Contacts

Tulsa	Ruth G Hardman Adult Literacy Service 400 Civic Center Cassie Tudyk tulsalibrary.org/literacy	918-549-7400 918-596-7941 fax ctudyk@tulsalibrary.org
Tulsa	Literacy and Evangelism International 1800 S Jackson Ave Barbara Merrill literacyevangelism.org	918-585-3826 918-585-3224 fax babaramerrill@literacyinternational.net
Tulsa	Neighbors Along the Line 5000 W Charles Page Blvd Kendi Weygand neighborsalongtheline.org	918-584-1111 918-584-4954 natlliteracy@tulsacoxmail.com
Tulsa	YWCA Tulsa/Multicultural Center 8145 E 17 <sup>th</sup> St ywcatulsa.org	918-663-0377 918-663-2266 fax
Wagoner	Wagoner Literacy Group 102 S State St	918-485-2741 918-485-2741 fax wlitgroup@yahoo.com
Watonga	Chris Smola Literacy Council Watonga Public Library 301 N Prouty Terri Crawford	580-623-7748 580-623-7747 fax bookwoman@watonga.lib.ok.us
Weatherford	Westcentral OK Literacy Coalition 122 N Broadway Veronica Aguiñaga swwb13.com/wolc	580-774-2541 580-774-2541 fax wolcliteracy@yahoo.com
Woodward	Northwest Oklahoma Literacy Council Woodward Public Library 1500 W Main Beverly Girard	580-254-8582 580-254-8546 fax nwoklitcouncil@woodward.lib.ok.us

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## Appendix D—Oklahoma Trainers

<b>Name</b>	<b>Training</b>
Rebecca Barker .....	Open Minds
ODL, 200 NE 18th Street	ESL
Oklahoma City OK 7310	
rbarker@oltn.odl.state.ok.us	
800-522-8116	
405-522-3187	
Barbara Belk.....	Open Minds
15 N Poplar	ESL
Sapulpa OK 74066	LD
creeklit@yahoo.com	Family Literacy
918-224-9647	Board Development
Gail Boe .....	Open Minds
61 Cedar Ridge	Family Literacy
Pawhuska OK 74056	Board Development
plc2@osagecounty.org	LD
918-287-1776	Financial Literacy
	Computer Literacy
Aleida Burchett.....	Open Minds
421 N. Hudson	
Altus OK 73521	
burchett@cableone.net	
580-477-2890	
Sharon Castle.....	Open Minds
208 Pine Tree Rd	
Choctaw OK 73020	
scastle2010@hotmail.com	
405-410-1711	
Susan Donchin.....	Open Minds
14804 Carlingford Way	
Edmond OK 73013	
sdonch@aol.com	
405 755-1856	
Leslie Gelders.....	Open Minds
ODL, 200 NE 18th Street	Board Development
Oklahoma City OK 73105	
lgelders@oltn.odl.state.ok.us	
800-522-8116	
405-522-3242	

## Appendix D—Oklahoma Trainers

Anni Illas..... Open Minds  
21952 S Amber Dr  
Claremore OK 74019  
Kabog147@aol.com  
918-923-7333

Leeana Ingram ..... Open Minds  
1413 Smith Ave  
Pawhuska OK 74056  
lingram@wynona.k12.ok.us  
918-645-9641

Marcia Johnson ..... Open Minds  
Miami Public Library  
200 N Main  
Miami OK 74354  
mjohnson@miami.lib.ok.us  
918-541-2292

Karen Kerr..... Open Minds  
Bartlesville Public Library  
600 S Johnstone  
Bartlesville OK  
literacy@bartlesville.lib.ok.us  
918-338-4179

Ersye Kirk..... Open Minds  
PO Box 894  
Ardmore OK 73402  
weskirk@brightok.net  
580-221-3222

Patty Leach ..... Open Minds  
1820 Hensley Blvd  
Bartlesville OK 74003  
PALeach2@aol.com  
918-331-8320

Robert McLaughlin ..... Open Minds  
3200 Kings Hwy  
Cushing OK 74023  
Rdm\_74030@yahoo.com  
918-809-5303

## Appendix D—Oklahoma Trainers

Jana Smithey .....Open Minds

1502 W 8th ST  
Elk City OK 73644  
jksmithey@att.net  
580-225-3456

Marie Thomas .....Open Minds

1800 Rockdale  
Miami OK 74354  
sharptack@cableone.net  
918-540-1989

Patsy West .....Open Minds


130 N Hillcrest Ave  
Ada OK 74820  
rpwest2185@sbcglobal.net  
580-332-5454





## Appendix E—Board and Program Management

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, grant writers, government agencies, and others who fund the work of nonprofits. The author presents a stewardship model of leadership and covers its bene-

## Appendix E—Board and Program Management

fits as well as how to implement it.

### **Meetings and 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 Nonprofit 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 Hand-

book, 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. The characteristics are 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**

#### *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 twelve 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**

#### *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

## Appendix E—Board and Program Management

boards must tackle if they are to play a meaningful part in helping their organizations achieve success.

### *The Policy Sampler: A Resource for Non-profit 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 twelve principles that enable nonprofit boards to operate at the highest and best use of their collective capacity. Adopting these 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.

## Appendix F—English Language Learners

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 2010 U.S. Census revealed more than 57 million U.S. residents age five and older speak a language other than English at home. The 2006–2010 American Community Survey five year estimate revealed a population in Oklahoma of 300, 847 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.



Tutor Oliver Walker congratulates Ernesto Murillo after the citizenship swearing-in ceremony. The pair work together at Rogers County Literacy Council in Claremore.

### Helpful websites

Immigration information and study materials including a self test and other helpful resources

[uscis.gov/portal/site/uscis](http://uscis.gov/portal/site/uscis)

Translations of the new test

[cliniclegal.org/resources/translations-citizenship-test](http://cliniclegal.org/resources/translations-citizenship-test)

Interview podcast: hear interview questions and responses from learners

[uscitizenpod.com](http://uscitizenpod.com)

Everything ESL

[everythingesl.com](http://everythingesl.com)

Dave's ESL Café

[eslcafe.com](http://eslcafe.com)

## Appendix F—English Language Learners


English Language Learners  
[cal.org/topics/ell](http://cal.org/topics/ell)

English as 2nd Language  
[esl.about.com](http://esl.about.com)

ESL Lounge  
[handsonenglish.com](http://handsonenglish.com)

Interesting Things for ESL Students  
[manythings.org](http://manythings.org)

Activities for ESL Students  
[a4esl.org](http://a4esl.org)

 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 eighty-three 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 through 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 oth-

er 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* Beginner—Intermediate

Interactive skill builder for learning over 2,500 words.

### *Smart-Start English*

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





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 thirteen 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  
[familit.org](http://familit.org)

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

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


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

PBS Parents  
[pbs.org/parents/bookfinder](http://pbs.org/parents/bookfinder)

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

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

## Appendix G—Family Literacy

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

### *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.

### *From Lullabies to Literacy*

A training workshop for childcare providers and other working with young children emphasizing the importance of relationships.

### *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.

### *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.**

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.

*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 respon-

sibilities 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 forty-two 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.

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

Done correctly, special fundraising events

## Appendix H—Financial Management

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 nineteen 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*

This is a thoughtful examination of the board's role in gaining philanthropic support. Included is a "User's Guide" as well as a video in which eight board members from a diverse group of nonprofits discuss how they raise money for the organizations they serve.

### *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.



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

## Appendix I—GED

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 the State Department of Education. The Lifelong Learning Section is responsible for supervising the 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.

Visit the website of the Oklahoma State Department of Education Lifelong Learning Section at <http://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 twenty 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  
[acenet.edu](http://acenet.edu)

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

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

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

 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 Con-



nection 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.

**The lending library also has a complete set of the official GED Connection DVDs, part of the *Get Reading Oklahoma* project.**



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  
npsf.org

Multi-cultural Education Services  
mcedservices.com/online.html

Popular Topics: Health Literacy  
plainlanguage.gov

Literacy Fact Sheet: Health Literacy  
odl.state.ok.us/literacy/statistics/health.htm

 The Literacy Resource Office Lending Library has numerous materials on the topic of health and safety.

Available titles include:

*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*

*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,

## Appendix J—Health and Safety

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.

### *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.

### *What to Do For Teen Health*

*What to Do When Your Child Gets Sick* with training manual

### *What to Do When You're Having a Baby*

Three easy to read healthcare books developed by the Institute for Healthcare Advancement.

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 Health 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.** The National Institute for Literacy estimates 40% of those receiving public assistance have learning disabilities and information from the Department of Corrections reports 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.org](http://ldonline.org)


Teaching LD  
[teachingld.org](http://teachingld.org)

National Center for Learning Disabilities  
[nclld.org](http://nclld.org)

Learning Disabilities Association of America  
[ldanatl.org](http://ldanatl.org)

Visual Stress Syndrome  
[powerpath.com/vss.html](http://powerpath.com/vss.html)

The Secret Life of the Brain  
[pbs.org/wnet/brain](http://pbs.org/wnet/brain)

 The Literacy Resource Office Lending Library has numerous materials

## Appendix K—Learning Disabilities

on the topic of learning disabilities. Available titles include:

### **Printed materials**

#### *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 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 IEPs for individual learners.

#### *Visualizing and Verbalizing*

Nanci Bell has written this book to identify and solve the problem created when readers have weak reading comprehension, 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.

### *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.

### **Digital materials**

#### *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.

Ninety minutes.

#### *Could It Be Dyslexia?*

This forty minute video showcases the latest brain and genetic research and the relationship to dyslexia along with warning signs recognizable without formal testing.

#### *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. Seventy 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. Ninety minutes.

#### *When The Chips Are Down*

Helps for creating a stable, predictable environment in which children with learning disabilities can flourish. Sixty 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. Ninety minutes each.

**In addition, the lending library has accommodations and games available for check-out.**





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 effective 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


## Appendix L—Marketing and Public Relations

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.

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. *Open Minds 3* tutor training workshops are nine hours long and cover a variety of topics including principles of adult learning, teaching strategies, and curriculum (See pages 56–58 for a sample agenda). Trainers may provide their services at no charge to the local program, however, the program and trainer should reach an agreement prior to the training.

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 trainer training as necessary 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 nine 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; and 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*

## Appendix M—Trainer Resources

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.

### *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.

### *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.

**The lending library also has trainer manuals for Open Minds 3, ESL, Diversity, Adult Learning Principles, Accelerated Learning, and LitStart.**

## Appendix N—Tutor and Learner Resources

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.”

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 and writing 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 ten-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. Seventy-five minute 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 twenty-five 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 twenty-six websites related to the lessons in the workbooks is available to support the series. Reading levels 6–8.

### *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.

## Appendix N—Tutor and Learner Resources

### *Upgrade your Writing*

This ten-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. Seventy-five minute video aided instruction on each disk.

### *Voyager*

This four 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—.5-4.5

**A variety of math resources are also available.**

**See Appendix F for English Language Learners materials.**

*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 63 million Americans volunteered in their communities in 2010 giving 8.1 billion hours of service worth more than \$173 billion to American communities. (Volunteering in America)

In Oklahoma, some 814,700 volunteers dedicated 103.9 million hours of service per year (between 2008 and 2010). The estimated economic contribution of the volunteer hours served is \$2.2 billion annually. These statistics ranked Oklahoma 20th in the nation, with a volunteer rate of 29.2% as compared to the national volunteer rate of 26.5%. 17.2% of Oklahomans volunteer to tutor/teach.

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 ensure that volunteers are well trained, are assigned meaningful tasks, and are recognized for their valuable contributions.


### Helpful websites

State and National Volunteer Profile  
[volunteeringinamerica.gov](http://volunteeringinamerica.gov)

Quotes about Volunteers  
[alpenacc.edu/services/volunteer/quotes.htm](http://alpenacc.edu/services/volunteer/quotes.htm)

Independent Sector—Value of Volunteer Hour  
[independentsector.org/programs/research/volunteer\\_time.html](http://independentsector.org/programs/research/volunteer_time.html)

Points of Light Institute—national volunteer week, impact of volunteers  
[pointsoflight.org](http://pointsoflight.org)

 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

## Appendix O—Volunteer Management

great resource for anyone hoping to build a magnetic organizational culture that attracts and retains the best and brightest people!

*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 how to correct behavior, redirect efforts, and, if necessary, dismiss a volunteer in order to avoid contaminating the efforts of other volun-

teers and the organization as a whole.

*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.

*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



Workforce or 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 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)

Addressing the high school dropout crises is a key strategy for economic growth. Years of research repeatedly highlights the link between education and the economy. In a time of shrinking state revenues and in the wake of a national economic crises that profoundly affected those with the least education (In January 2011 the unemployment rate among individuals without a high school diploma was more than three times the rate of those with a bachelor's degree or higher) states must view education reform as a key strategy for strengthening the economy. Improving educational outcomes creates a wave of economic benefits that including boosting individual earnings, home and

## Appendix P—Workforce Literacy

auto sales, job and economic growth, spending and investment, and tax revenues. (Alliance for Excellent in Education,)

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 computer skills
- \* 39% of jobs would require the ability to read and translate diagrams and flowcharts
- \* 39% of jobs would require math skills
- \* 27% of jobs would require English language fluency. (2005 Skills Gap Report)

An estimated 14,400 Oklahoma students dropped out from the class of 2010 at great costs to themselves and their communities. If even half of these students would have graduated, Oklahoma would have realized the following benefits:

- \* \$69 million in increased earnings
- \* \$52 million in increased spending and \$16 million in increased investments
- \* \$97 million increased home sales and \$7.3 million in increased auto sales
- \* 500 new jobs and \$81 million in economic growth
- \* \$4.6 million in increased tax revenue (Alliance for Excellent Education)

### Helpful websites

Tennessee ESOL in the Workplace  
[cls.utk.edu/pdf/esol\\_workplace/Tenn\\_ESOL\\_in\\_the\\_Workplace.pdf](http://cls.utk.edu/pdf/esol_workplace/Tenn_ESOL_in_the_Workplace.pdf)


2010 Skills Gap Report: A Survey of the American Manufacturing Workforce  
[themanufacturinginstitute.org](http://themanufacturinginstitute.org)

Literacy Fact Sheet: Literacy and the Workplace

[odl.state.ok.us/literacy/statistics/workforce.htm](http://odl.state.ok.us/literacy/statistics/workforce.htm)

The Conference Board website funded by the U.S. Department of Education  
[workplacebasicskills.com/begin.htm](http://workplacebasicskills.com/begin.htm)

Institute for a Competitive Workforce  
[uschamber.com/icw/tools/literacytool.htm](http://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

Barron's Educational Series, Inc.  
250 Wireless Boulevard—Hauppauge NY  
800-645-3476—barronseduc.com

BoardSource  
1828 L St NW Ste 900—Washington DC  
877-892-6273—boardsource.org

Delta Systems Co., Inc.  
1400 Miller Parkway—McHenry IL  
800-323-8270—delta-systems.com

Educational Resources, Inc.  
PO Box 63—Racine MO  
417-659-9266—aleducationalresources.com

Gander Publishing  
Po Box 780—Avila Beach CA  
805-541-5523—ganderpublishing.com

McGraw-Hill Education  
PO Box 182605—Columbus OH  
800-334-7344—mheonline.com

The Grantsmanship Center  
PO Box 17220—Los Angeles CA  
213-482-9860—tgci.com

Grass Roots Press  
PO Box 52192—Edmonton, Alberta, CA  
888-303-3213—literacyservices.com

Hawthorne Educational Services, Inc.  
800 Gray Oak Drive—Columbia MO  
800-542-1673—hes-inc.com

HRDQ  
2002 Renaissance Blvd—King of Prussia PA  
800-633-4533—hrdq.com

KET Enterprise Division  
600 Cooper Drive—Lexington KY  
800-432-0951—ket.org/education

Lakeshore Learning Materials  
2695 E Dominguez St—Carson CA  
800-428-4414—lakeshorelearning.com

New Readers Press  
104 Marcellus St—Syracuse NY  
315-422-9121—newreaderspress.com

Peppercorn Books & Press, Inc.  
68158 Red Arrow Hwy—Hartford MI  
269-621-2733—peppercornbooks.com

Slosson Educational Publishing Inc.  
538 Buffalo Road—East Aurora NY  
888-756-7766—slosson.com

Steck-Vaughn  
9205 Southpark Center Loop—Orlando, FL  
800-289-4490  
steckvaughn.harcourtachieve.com

Wilson Language Training  
47 Old Webster Rd—Oxford MA  
800-899-8454—wilsonlanguage.com

Wieser Educational  
20722 Linear Lane—Lake Forest CA  
800-880-4433—wiesereducational.com





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.

### **Travel Reimbursement Forms**

Trainers must itemize expenses on a Travel Claim Form supplied by ODL. Along with the form, trainers should submit receipts for tolls, motel, and meals. Mileage will be computed using state mileage rates. Call the Literacy Office with any questions. The Literacy Coordinator at ODL will submit approved claim forms to the business office for reimbursement. Allow several weeks for payment.

Note: Reimbursement for such things as photocopying, phone calls, and other workshop costs are the responsibility of the council, not ODL.



