

LITERACY NEWS



FLORIDA LITERACY COALITION, INC.

FLORIDA'S NEWSLETTER FOR LITERACY TUTORS,
TEACHERS, ADMINISTRATORS AND SUPPORTERS

Number 131

SPRING 2012

REGISTER NOW!



2012

Florida Literacy Conference

May 9-11, 2012

St. Petersburg, FL

SEE PAGES 4-5

Blue Cross and Blue Shield of Florida Pledges Continued Support for Health Literacy Initiative

Florida Literacy Coalition (FLC) is pleased to announce that Blue Cross and Blue Shield of Florida has decided to continue its support of the Florida Health Literacy Initiative for another year! This Initiative provides mini-grants of up to \$5,000 to local adult English for Speakers of Other Languages (ESOL) and family literacy programs. These mini-grants supply health education materials and resources designed to improve the health literacy of adult learners and their families in a community-tailored manner.



FLORIDA

An Independent Licensee of the
Blue Cross and Blue Shield Association

Working in partnership with literacy programs throughout Florida, the Initiative has reached over 4,780 students in 29 communities. Students have realized the benefits of improved food choices and exercise, as well as improved communication with the medical community. With our Blue Cross Blue Shield of Florida partnership and the renewal of the Health Literacy Initiative, FLC looks forward to continued success toward improving Florida's health literacy.

For more information on the Initiative and the application for grant funding, please visit the FLC website, www.floridaliteracy.org.

The grant application deadline is March 8, 2012.

Please read Creative Ideas in Teaching Health Literacy on page 8.

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Good Learning Goals Help Students Achieve

In his research of student persistence, University of Massachusetts professor Dr. John Comings notes that although some adults enter adult education programs with specific, short-term learning goals, most state goals that will require hundreds, if not thousands of instructional hours to achieve. With such a daunting task ahead of them, many adult-learners become discouraged early on in their instruction. In order to help these individuals persevere in their education, teachers and tutors should work with students to identify and define distinct, realistic learning goals. Well-defined learning goals improve student achievement and persistence, and by learning what makes goals more effective, and how to implement them, adult educators and tutors can improve their instruction.

Encourage your student to think about his/her goals in the context of the following four areas: 1) personal/family life, 2) working life, 3) community and 4) education.

Continued on page 2

Good Learning Goals Help Students Achieve

(continued from cover)

Give them at least a day or two to think about and begin to prioritize what they would like to work on. When creating goals with adult learners, it is important to keep in mind two characteristics: goal specificity and goal difficulty. Goals are more effective when they are specific, and when students perceive them as difficult, but not beyond their reach. An adult learner may enter into a tutoring program with a broad goal, such as “getting my GED”, or “learning to read”, and may become discouraged when he has spent a good amount of time and effort working toward that goal, but has yet to attain it. While these are worthwhile long-term goals, instructors should also work with their students to develop shorter-term goals that are specific, attainable, and tied to realistic timelines. For example, in addition to the goal of “getting my GED”, a student could work toward “learning how to solve algebraic equations with one variable, by the end of the month” or instead of “learning to read”, their goal might be “read and understand a chapter book by next month”. By focusing on these types of learning goals, instructors and tutors can help their students become better aware of their achievements, which will in turn encourage them to persevere in their learning.

Start the process by asking your student several questions to identify and develop a strategy to pursue a specific goal:

1. What do you want to be able to do?
2. What skills do you need to do this?
3. How will you know when you have achieved your goals?

Answers to these questions may help to identify short-term goals and connect the dots on how they lead to longer term objectives. This exercise can also help to inform what instructional materials and lessons may be used.

An important thing to keep in mind when creating learning goals is to understand the difference between learning goals and activities/assignments. While learning goals are what the student will achieve, activities and assignments help students meet those goals. In the examples below, the first is an activity and the second is a learning goal:

1. Student will read Section 6 of the Florida Driver’s Handbook and answer four homework questions by the next week.
2. Student will obtain her driver’s license.

Remember that a learning goal should state what the student would know or be able to do after successfully completing an accompanying activity or assignment. Adult learners are quick to notice when their teacher or tutor is merely going “through the book” rather than working with them on a specific area of need. Adult educators can better help students achieve their learning goals by choosing activities that support the accomplishment of these goals, and to avoid viewing instructional time as consisting only of activities to be completed.

Creating and implementing well-designed learning goals is essential to the success of adult learners. Instructors should view their adult students as partners in their learning, and actively involve them in the process of creating specific, realistic learning goals, as well as in the selection of appropriate learning activities. In addition, teachers should review learning goals with their students, and fine-tune them according to the student’s progress and accomplishments. Having distinct, realistic learning goals can help adult learners persevere and succeed, and keep them better engaged in the learning process.

Additional Resources on Learning Goals and Student Persistence:

Persistence: Helping Adult Education Students Reach Their Goals by John P. Comings -
http://www.ncsall.net/fileadmin/resources/ann_rev/comings02.pdf

Great Goals, Great Outcomes -
http://www.websnm.com/Great_Goals_~_Great_Outcomes_ABE_Programs_2010_WEBS.pdf

Designing and Teaching Learning Goals by Robert J. Marzano -
<http://marzanoresearch.com/products/catalog.aspx?product=18>

Adult Learner Goals Toolkit, Colorado Department of Education -
<http://www.cde.state.co.us/cdeadult/download/pdf/GoalsToolkitR.pdf>

Train the Tutor Course: Does Your Program Need Tutor Trainers?

This three session course, aligned with ProLiteracy's national trainer certification standards, will focus on competencies needed to be a good tutor trainer, providing curriculum and resources to offer a tutor training workshop.

Course content will include:

- A) Tutor training competencies
- B) Tutor training content knowledge in both adult basic literacy and ESOL
- C) Curriculum modules
- D) Presentations by participants reviewed by instructor and peers
- E) Discussion of ProLiteracy Trainer Certification system

The format will include classroom and small group work, practice presentations and distance learning instruction.

This course will benefit the following participants:

New Trainers • Trainers working on updating their tutor training workshops • Program Managers
Trainers seeking ProLiteracy Trainer Certification • Trainers interested in improving their skills, but not pursuing certification

Course Dates and Locations (participants must commit to attend all 3 sessions)

- May 8, 2012 10:00 am-6:00 pm, Hilton St. Petersburg Bayfront in St Petersburg
Pre-conference event at the Florida Literacy Conference
- May 18, 2012 1:00 pm-5:00 pm in Orlando
- May 19, 2012 8:30 am-3:00 pm in Orlando

Application Deadline: Friday, March 30, 2012. Space is limited, so apply today. Additional information and applications are available at www.floridaliteracy.org. There is a \$25 registration fee for meals. Travel assistance is available.

Sponsored by Florida's Adult and Family Literacy Resource Center, a program of the Florida Literacy Coalition. This initiative is made possible through the generous support of the Florida Department of Education, Division of Career and Adult Education.

Essays Wanted! 8th Annual Florida Adult Learner Essay Book

The Florida Literacy Coalition is proud to announce the launch of the Annual Adult Learner Writing Campaign. Students from throughout Florida are invited to submit original short stories, poems, or autobiographical narratives to be included in a published book that will debut at the 2012 Florida Literacy Conference.

This book has become an annual tradition as teachers and tutors use this publication to promote creative writing and critical thinking skills with their students. Each author who is included will be invited to the Florida Literacy Conference Annual Meeting and will also receive a complimentary copy of the book. Free copies of the book will also be made available to all participating adult education and literacy programs. For more information, and to submit an essay, visit www.floridaliteracy.org/essaybookhome.htm.



Made possible through the generous support of the Cruise Industry Charitable Foundation.

Community-Based Literacy Organizations Hard at Work in Florida - FY 2010-11

| | |
|---|------------------------------------|
| Number of students provided instruction | Volunteer hours contributed |
| 20,683 | 292,081 |
| Number of tutors/teachers | Value of volunteer hours |
| 4,709 | \$5,374,284 |
| Number of other volunteers | Number of organizations responding |
| 1,109 | 45 |

Congratulations to Florida's library, faith-based and non-profit literacy organizations! With over 20,000 students served and over \$5 million in donated services last year, you are making a big difference in the lives of adults and families throughout our state. Thank you!

Data collected by ProLiteracy and FLC.



28th Annual Florida Literacy Conference

Hilton St. Petersburg Bayfront • St. Petersburg, FL
May 9-11, 2012 • Pre-Conference Day: May 8

Join hundreds of adult and family literacy practitioners, volunteers and adult learners this May to network, develop new skills and share promising practices during the 2012 Florida Literacy Conference. This premier literacy event offers a wide range of sessions presented by local, state and national educators.

Sessions are designed to share new ideas and hands-on strategies that you can put to work for your program and students.

Full Conference Registration Includes:

- Admission to general sessions
- Your choice of sessions within 12 tracks
- Opening reception
- Continental breakfast on Thursday
- Closing luncheon Friday, daily refreshments
- Social and networking events
- Admission to literacy product exhibition
- Conference tote bag, program, resource materials

Conference Tracks

- Adult Learners
- Corrections Literacy
- ESOL
- Family Literacy
- Health Literacy
- Learning Disabilities
- Library Literacy
- Program Management
- Reading
- Technology
- Volunteers in Literacy
- Workforce Education

Adult Learner Day, Wednesday, May 9

Adult education, literacy and ESOL students are encouraged to attend the Conference as our guests for a full day of activities. This year's offerings were coordinated by a committee of adult learners and practitioners. Session topics will address areas including learner leadership, involvement and skills development.

For registration information, go to www.floridaliteracy.org.



Don't Miss the Florida Literacy Awards and Banquet, Thursday, May 10 - 6:30 p.m. to 8:30 p.m.

This promises to be an enjoyable and inspiring evening as we recognize the outstanding achievements of an adult learner, volunteer, literacy practitioner, program and business partner.

Nominate someone today!

For more information, a list of concurrent sessions, times and descriptions, visit the Florida Literacy Coalition website:

www.floridaliteracy.org/floridaliteracyconference.html

Professional Development Hours Available

For many individuals, conference attendance will help fulfill your in-service professional development requirements. Local school districts or state colleges do the actual awarding of the in-service points for public programs. Each district or college may have slightly different procedures for awarding such points. You will need to check with the appropriate staff person at your institution to complete the required procedures.

EARN
13
PD HOURS

FLC will be distributing certificates for continuing education hours to individuals who complete the appropriate documentation. Pre-registration is required. This option is on the registration form.

Hotel Information

Monday, April 16, is the last day to reserve a room for overnight accommodations for May 4, thru May 13, at the group rate of \$109 plus tax.

To reserve a room, call the Hilton St Petersburg Bayfront at reservation line at (800) 944-5500.



Special Thanks to our
2012 Conference Sponsors:



Keynote Speaker: Mawi Asgedom

Mawi Asgedom has written eight books that are used in thousands of classrooms across America, and spoken to over 1,000,000 students and educators in more than forty states. A nationally recognized educator, Mawi has trained leaders at The Harvard School of Education and numerous international conferences.

As a child, Mawi fled civil war in Ethiopia and survived a Sudanese refugee camp for three years. After being resettled in The United States, he overcame poverty, language barriers and personal tragedy to graduate from Harvard University, where he gave the Commencement address to an audience of 30,000. Mawi's bestselling memoir, *Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard*, has been read as a one-book, one-community reading selection by thousands of schools and communities.



Many media outlets have featured Mawi including:

- The Oprah Winfrey Show, "One of the Twenty Best Moments of Oprah's Career"
- ESSENCE, "One of the 40 Most Inspiring African-Americans"
- Chicago Tribune, NPR, Boston Globe, Seattle Times, Harvard Magazine, Ebony Magazine

Pre-Conference Events, Tuesday, May 8

Train the Trainer Course

10:00 AM-6:00 PM

\$25.00 (lunch included)

Facilitators: Megan Bakan & Roberta Reiss

For full description, see page 3 of this newsletter.

CASAS Assessment Training

12:00 PM-6:00 PM

Facilitator: Philip Anderson

Six-hour pre-conference training on the Comprehensive Adult Student Assessment System (CASAS). CASAS policy does not allow programs to purchase testing materials until at least one person at the program has completed this training. State policy requires that all agencies that use CASAS have at least one test administrator who has taken this training.

STAYING HEALTHY: Health Literacy Curriculum and Resources for ESOL

1:00 - 5:00 PM

Facilitator: Maribeth Buie, PhD

Learn how to successfully integrate health literacy into high-beginning and low-intermediate level adult ESOL instruction. Increase health literacy awareness among your students and encourage them to make healthy choices in relation to nutrition, preventative health care, accessing health services, and other related issues.

This 3-hour session includes an overview of the freely available *Staying Healthy* curriculum, hands-on activities/resources and time for discussion and idea sharing. Each participant will receive a copy of the *Staying Healthy* Student and Teacher's Resource Guide.

Sponsored by Blue Cross and Blue Shield of Florida.

Learning to Achieve

Contributed by Betsy Stoutmorrill

My father never learned to read. When I was a child sitting at the kitchen table doing my homework with my mother, I thought he was reading "Field & Stream" magazine and marking important information with his stubby, flat, sharpened-with-his-pocket-knife construction worker's pencil. I realized many years later that he was simply circling the words from the very short list that he could read. That realization became my fascination with the idea that some people can read and others cannot. Until then, I just naively assumed that everyone could read. (Stoutmorrill, 2009)

Even though almost every community in Florida—and most likely nation-wide—has an adult literacy program, those of us who learned to read easily are still a little surprised by those who did not learn to read. My personal and professional experience in adult education taught me that adults who want to learn to read (and write) can improve their skills with the help of knowledgeable and patient instructors and tutors. If good teaching and learning strategies are used the result will be improvement in both literacy and self-confidence.

L2A Online Modules

Accommodations
LD and English Language Learners
Neuroscience

L2A Face-to-Face Modules

Definition of Learning Disabilities
Self-Determination
Legal Issues
Explicit Instruction for Strategy Learning
Reading Disabilities
Written Expression Disabilities
Content Learning
Workforce Readiness

There are many reasons why a person reaches adulthood without the being able to read. Poverty, poor teaching, lack of motivation and cognitive ability, limited English skills, and learning disabilities (LD) can all be contributing factors.

Since learning disabilities has become a nation-wide educational focus, it would be easy to jump to the conclusion that anyone who doesn't learn to read by adulthood must have a learning disability. It also would be reasonable to believe that many of the adults seeking literacy programs may have LDs because they were children when little was known about such disabilities and few people were diagnosed. The cost of achievement and academic testing to diagnosis LD for most adults is prohibitive and difficult to qualify for through vocational rehabilitation programs. So what can an adult literacy volunteer or a community literacy program do to help individuals who may have Learning Disabilities become more proficient and confident readers?

In response to the high demand for practical and user-friendly information, the National Institute for Literacy created **Learning to Achieve (L2A)**, which is an eleven module (three online and eight face-to-face) research-based program specifically designed to increase the knowledge base and teaching skills of those who work directly with adult learners in literacy programs. The Florida Department of Education and the Florida Literacy Coalition (FLC) working in conjunction with the Literacy Information and Communications System (LINCS) provided a weeklong train-the-trainer session in Tampa last July so that these modules could be delivered

multiple times throughout the state of Florida in both face-to-face sessions and in webinars.

As a reading teacher who has worked with adults throughout my career, I was impressed by not only the research-based information provided within each module but also with the practical and applicable teaching techniques offered. The three online modules are an excellent way for interested individuals to complete self-paced learning sessions. The first three face-to-face modules are designed as a foundation to prepare for more detailed and specific information to be presented in modules four through eight. The title for each module is self-explanatory, which is a solid indicator that the information offered within is also easy to understand and applicable for adult learning situations.

FLC has worked in conjunction with local literacy programs throughout Florida to provide training sessions in October and November 2011 and additional trainings are planned for 2012. Budget limitations unfortunately do affect the number of trainings available so local support is needed to offer this valuable and user-friendly information for adult literacy volunteers. A free online webinar using the L2A framework will be offered on February 28. (see page 7) To find out more about L2A and access freely available curriculum resources, visit <http://lincs.ed.gov/programs/learningtoachieve/learningtoachieve.html> or contact the Florida Literacy Coalition.

Free Tutor Training: Meeting the Needs of Diverse Adult Learners

Feb 28, 2012 • 12:00 PM - 1:30 PM

Description: This interactive webinar reinforces that good teaching meets the needs and preferences of diverse adult learners including those with learning difficulties, or specific learning disabilities.

To Register: www.surveymonkey.com/s/Z37WKNN

Location: Your Computer



TABE Test Administration Certification

Mar 3, 2012 • 8:00 AM - 4:00 PM

To Register: www.surveymonkey.com/s/6s9m6tx

Location: Florida State College in Jacksonville

The Change Agent: Social Justice as an Integral Part of Teaching Adults

Mar 13, 2012 • 2:00 PM - 3:00 PM

To Register: www.surveymonkey.com/s/HMV2P8W

Location: Your Computer

Free Tutor Training: Making Financial Literacy Relevant in Difficult Times

Mar 13, 2012 • 12:00 PM - 1:30 PM

Description: Difficult economic times are affecting us all. Participants in this webinar will gain a practical understanding of financial literacy tools and contacts through Goodwill Industries and the Florida Literacy Coalition.

To Register: www.surveymonkey.com/s/MCBSGHQ

Location: Your Computer

World Book Night

April 23, 2012

Description: World Book Night is an annual celebration designed to spread the love of reading books. Sign up to be a book-giver and participate in the giving away of 1 million books on April 23.

To Register: www.us.worldbooknight.org/

Online Tutor Training Course

April 9-27

Description: This online tutor-training course allows participants explore topics such as how adults learn, phonemes, language experience stories, lesson planning, and more.

To Register: Contact Annie Schmidt at schmidta@floridaliteracy.org.

To submit events for upcoming issues of the Literacy News as well as the calendar at www.floridaliteracy.org, please forward information about your event to Erin Balleine at balleine@floridaliteracy.org.

Tutor Tip

Texting to Teach Reading and Writing

Purpose: To incorporate text messaging into reading and writing instruction for ESL or general literacy/ABE learners.

Tips for using texting with students:

- Ask students to read a text and then summarize it for you in one to three text messages. Compile the summaries, if working with a group, and ask the students to choose the best summary.
- Send out a word of the day. If you are studying workplace skills, send out words related to those lessons.
- Ask students to respond by sending you a definition of the word. For more information on how to do this, visit http://www.ehow.com/how_4995209_use-text-messaging-teach-esl.html
- Share grammar tips. The article above will tell you how to do this. Ask students to write back incorporating the grammar in context.
- Ask students to text you their opinions related to a discussion or an article covered in a lesson recently, or ask them to text you and tell you something that they learned in a recent lesson.
- Create a glossary to help “translate” text message abbreviations and acronyms. Sites such as Sharpened Glossary (www.sharpened.net/glossary/acronyms.php) allow users to type in an acronym and find out what it means. Try sending out a message with various abbreviations or acronyms and encourage students to use a site like Sharpened Glossary to decode the meaning.
- Share announcements. If class is canceled due to a blizzard, students may be more likely to respond to a text message than an e-mail or phone call.

Note: Be aware that keyboards can be very different and someone with a normal keypad (non-blackberry or qwerty) will be much slower than someone with a specialized keyboard.

Creative Ideas in Teaching Health Literacy

Here are some ways that Florida's health literacy grant recipients are promoting good nutrition and healthy lifestyles.

- Host a health fair, block party, or community bazaar partnering with community organizations to provide Body Mass Index education, blood pressure screenings, cholesterol checks, diabetes information, nutrition guidelines, etc.
- Partner with an elementary school to grow a vegetable garden.
- Have students make favorite family recipes using healthy ingredients, and develop a recipe book. Host a food tasting; get students to develop daily/weekly healthy menus to post on YouTube.
- Invite the medical/safety community to present to the class: a doctor, a nurse, a dentist, a WIC representative, a diabetes specialist, a massage therapist, CPR affiliate, fire department, hospital.
- Partner with a local gym to offer free short-term memberships to students with the possibility of scholarship assistance later on; invite a Zumba/aerobics instructor to create a fun video to give out.

To get more project-based health ideas visit www.floridaliteracy.org and select Health Literacy.

Staff Welcome

Welcome to **Maribeth Buie**, FLC's new Health Literacy Coordinator. Maribeth received her Doctor of Philosophy degree in Health Education and Maternal & Child Health from the University of South Florida. She also received her MPH in Health Education from USF and her MS in Pathology from the University of Florida. Prior to joining FLC, Maribeth worked to develop a statewide social advertising campaign evaluation, co-wrote an IRB tutorial regarding ethical research involving children, and conducted behavioral research related to an HPV diagnosis.

FLC welcomes **Danielle Philippe**, our new bookkeeper. Danielle has a Masters degree in Public Administration from Nova Southeastern University and extensive experience in accounting.

FLC bids farewell to our bookkeeper, **Pam Logsdon**, who has served FLC for the past 4 years. She has taken a position as Finance Administrator for HOPE Helps, Inc. of Seminole County.

Call for Volunteer Stories!

Do you know an inspiring volunteer or one with a unique story?

We are looking for stories of literacy volunteers who have gone above and beyond to include on Florida's Adult and Family Literacy Resource Center website and blog.

If you feel you have or know such a volunteer, please contact Annie Schmidt at schmidta@floridaliteracy.org or 407-246-7110 ext 207.

Volunteer Income Tax Assistance

The Volunteer Income Tax Assistance (VITA) Program offers free tax help for low to moderate income (generally \$49,000 and below) people who aren't able to prepare their own tax returns. These tax preparation sites, often located at local libraries, recreation and senior centers, are usually open Feb 1 to April 15 with no appointment necessary except when noted. Help your students avoid scams and tax preparation fees by sharing this free IRS sponsored resource.

Here are ways to locate your nearest VITA site:

- Call 1-800- 829-1040
- Check out www.hfuw.org
- Or dial 211

Remember that many of your students may also be eligible for the Earned Income Tax Credit (EITC) which can provide money back on their returns. EITC is a federal tax credit for individuals and families earning under certain income thresholds. Credit up to \$5,751 is available this year. EITC can be claimed retroactively for up to three years!



To see if your students qualify for EITC visit : <http://www.hfuw.org/Earned Income Tax Credit.php>

Go to www.floridaliteracy.org/taxsmart for free tax season lesson plans.

Marty Finsterbusch, the First Adult Learner President of the NCL

Those who know me, know that I do not like to write unless I have to. That being said, when the Florida Literacy Coalition, asked me to write this article, I was hesitant to say yes. Even today, it's very hard work and time consuming for me. They asked me to write what it means to me to be the first adult learner to be voted as President of the National Coalition for Literacy and what I hope to accomplish. As this was the first time I was asked these questions, I felt I needed to respond.

As President of the National Coalition for Literacy, the most significant thing that I can accomplish is that I can help open doors for my fellow adult learners. As a child with a learning difference, I was seen as less than others and found that it did not change when I became an adult. I began my adult learning when I went into a literacy program back in 1984, as a student. What I learned through this experience was that many doors are closed to adults that cannot read and write. I have been working ever since to get adult learners to be seen as equals within the rest of society. Currently, I am the executive director of VALUEUSA, a resource organization for adult learners nationwide.

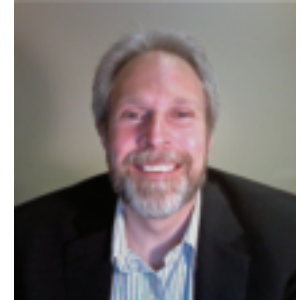
Today, in our society, we cannot discriminate against someone because of race, gender or sexual orientation, but we can deny people a better life because of their lack of reading and writing skills. So many people feel like the rest of the world does not see them or care about them because they cannot read and write like everyone else. Even people working in the field of adult education do not always see the whole person they are working with. They see what we cannot do, but fail to see what we can do and what we have done.

Adult learners come from all classes in our society. In the past, we would have been just fine. We would have found jobs that would allow us to raise our families and be a vital part of our local community. However, today, this is not true. Now, with the speed of technology, the need to be literate in everything that we do is making so many more of us feel left out. Jobs and opportunities for us to make a better life are going away. We, as adult learners, want to learn. We want to be part of this great nation. We want to be seen as people that can and do make a difference.

For individuals who do not know what the National Coalition for Literacy is; it is an organization that helps bring together individuals and national groups that are concerned and working to help adults get the basic education they need. As the new president, I hope I can motivate more people to appreciate adult learners and recognize that adult learners are a vital part of the solution.

In working together, adult learners, provider groups, funders and government can make life better for so many more people. If you can help in any way, please do.

Marty Finsterbusch
Executive Director, VALUEUSA
President, NATIONAL COALITION for LITERACY

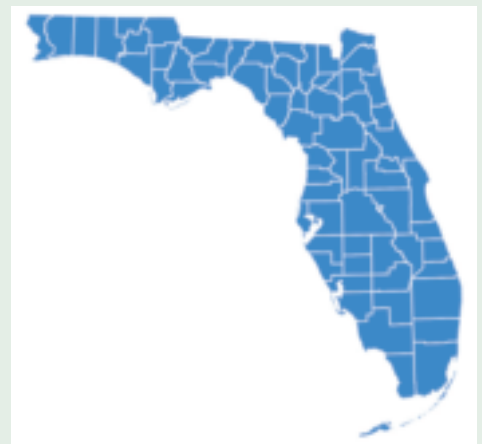


Around the State

Judy Bradshaw, a member of Learn to Read Jacksonville's board, will assume the role of interim Executive Director on Feb 13. **Lelia Duncan** has accepted a position as President and CEO of Community Connections.

The Literacy Council of Manatee County recently announced that it has changed its name to **Manatee READS**.

Congratulations to Indian River State College's **Anthony Iacono** who was recently appointed Vice President of Academic Affairs and to **Elizabeth Livings Eassa** who was appointed the new Assistant Dean of Adult Education.



Policy Update

Bill Requires Unemployment Insurance Recipients Enroll in Adult Education if They Don't Have a H.S. Diploma or GED

In Congress, H.R.3765, the Middle Class Tax Relief and Job Creation Act, includes a provision that would require those seeking unemployment benefits to meet minimum education requirements in addition to work search requirements. To meet these requirements, an individual would need to have earned a high school diploma or GED credential or other State-recognized equivalent. If one doesn't have such a credential, he/she would need to be enrolled and making satisfactory progress in classes leading to a diploma, GED or its equivalent. Under the bill, which has passed the House, these requirements can be waived by states if they are deemed to be unduly burdensome.

The impact of this legislation could be substantial. The Bureau of Labor Statistics reports that 1.6 million unemployed adults do not have a high school diploma or equivalent. This cohort of adults has the highest rate of unemployment at 13 percent.

According to the Center on Budget and Policy Priorities, the provision would disproportionately affect older laid-off workers. Nearly half (47 percent) of unemployment insurance recipients with less than a high school education, or the equivalent, are over age 45. By contrast, less than one-fifth of such recipients are under age 30.

Questions have been raised as to the current adult education and literacy system's capacity to accommodate a large influx of new students without significant additional resources.

The legislation is now being considered by a Senate/House Conference Committee. The Senate version of the bill does not include a similar provision.

Florida Legislation

Below are several bills being considered by the Florida Legislature, which could have an impact on adult education and literacy.

House Bill 407

Funds for Operation of Workforce Education Programs: Deletes restriction on funding for students co-enrolled in a K-12 education program & adult education program; provides that the student who is co-enrolled may be reported for purposes of funding under certain circumstances.

House Bill 331

Career and Adult Education: Requires Next Generation Sunshine State Standards to include financial literacy in core curricular content of economics; includes study of financial literacy in public school required instruction; replaces term "vocational-preparatory" instruction with term "applied academics for adult education" instruction with respect to adult general education; conforms provisions relating to career education programs; authorizes district school boards & Florida College System institution boards of trustees to vary certain intended learning outcomes; deletes certain courses as priorities in provision of adult education program academic services; requires students entering adult general education programs to complete "Action Steps to Employment" activities.

Senate Bill 1162

Family Charter Academies; Authorizes the formation of family charter academies with the expressed intent to assist the state in greater cost efficiencies in family education and, at the same time, to increase the academic achievement outcomes in family education. Family charter academies shall be part of the state's public school system. A family charter academy could be formed by creating a new school or by allowing an existing charter school or an existing nonprofit organization to add a family charter component.

The Florida Department of Education provides a state bill tracking service that can be accessed at www.fldoe.org/Workforce/legislation.asp. ACE of Florida also tracks and provides an analysis of state legislation.

UPCOMING GRANT OPPORTUNITIES

Dollar General Adult Literacy Grants

www2.dollargeneral.com/dgliteracy/Pages/adult_grants.aspx

Funding granted to nonprofit organizations that provide direct service to adults in need of literacy assistance. Organizations must provide help in one of the following instructional areas:

- Adult Basic Education
- General Education Diploma Preparation
- English As A Second Language

Deadline: February 28, 2012

BJ's Wholesale Charitable Foundation

www.bjs.com/bjs-charitable-foundation.content.about_charitable.A.about_community2

Support given to nonprofits that provide academic and vocational opportunities for the disadvantaged. These programs include the purchase of supplies for literacy skills, mentoring, tutoring and career development.

Deadline: April 6, 2012

2012 - 2013 Federal Grant Funding

The Florida Department of Education, Division of Career and Adult Education has posted the 2012 -2013 Adult General Education, English Literacy/Civics and Corrections grants. Eligible applicants include school districts, state colleges and community based organizations.

Deadline: April 16, 2012

All funding information can be found on the Division of Career and Adult Education website at www.fldoe.org/workforce/dwdgrants/default.asp.

Health Literacy Grant

See story on cover page.

Submit Your News!

Has your organization received funding or planned a major event? Do you know something that would benefit other adult and family literacy practitioners? FLC invites you to submit short articles and other news items related to funding, events, staff, hot topics, research and more.

Contact Yari Payne at payney@floridaliteracy.org.

Resources

Direct and Rich Vocabulary Instruction

This resource provides teachers with ways to set up a language rich experience in the classroom for deep understanding of word meanings.

http://www.learner.org/workshops/teachreading35/pdf/vocab_Instruction.pdf

Best Practices in e-Assessment

The purpose of this paper is to provide insight into the origins, evolution, and key concepts of assessment as well as illustrate some of the ways in which technology and e-Learning serve as the most promising mechanisms for satisfying assessment goals and objectives.

<http://jite.org/documents/Vol5/v5p251-269Buzzetto152.pdf>

Workplace Instruction and Workforce Preparation for Adult Immigrants

This brief from the Center for Applied Linguistics (CAL) reviews three venues in which federally funded instruction to help immigrants become successful at work is offered – at the workplace, in vocational classes, and in adult ESL classes. Basic program features and the strengths and challenges of each type of program are described, and recommendations are given to address the challenges.

<http://tinyurl.com/7rqxeg>

FLC adds new resources to its website weekly. If you would like to know when FLC adds a resource to its webpage, go to any FLC resource webpage and scroll to the bottom. Click the change detection box and add your email address. Any time we add a resource the page, you will receive an email notification!



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The Literacy News is a publication of Florida's Adult and Family Literacy Resource Center, a program of the Florida Literacy Coalition. It is made possible through a grant from the Florida Department of Education, Division of Career and Adult Education.

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For more information, contact Erin Balleine, Resource Specialist, at balleine@floridaliteracy.org
or visit www.floridaliteracy.org and click on Become a Member