

LITERACY

UPDATE

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New Directions for Volunteer-Based Literacy Programs in NY State

In May 2001, Laubach Literacy International (LLI) and Literacy Volunteers of America (LVA), two of the largest volunteer literacy organizations in the world, announced their intention to merge. The new organization, whose name is yet to be announced, will come into being on January 1, 2002.

Meanwhile, Literacy Volunteers of America—New York State, Inc. (LVA-NYS) has contracted with the LAC to pilot use of the Adult Literacy Information and Evaluation System (ALIES) as the data management system for selected affiliates around the state. LVA-NYS provides technical assistance, training, and management support to 48 affiliates, community-based literacy programs that tutor more than 13,000 adult students annually in basic literacy and English for Speakers of Other Languages (ESOL).

Literacy Update talked with Venu Thelakkat, Director of ALIES and Data Analysis at the LAC, and Chip Carlin, Associate Executive Director at LVA-NYS, about the ALIES/LVA-NYS partnership, the challenges and opportunities of data management for volunteer-based programs, and the implications of the upcoming merger.

Literacy Update: Chip, why did LVA-NYS decide to try ALIES as its data management system?

Chip Carlin: Most New York LVA affiliates have been using a commercial database. While the feedback has been generally favorable, there are some drawbacks to the current database system, and it is not the database that the NY State

Education Department (NYSED) will promote and support. Since ALIES is the data management system NYSED will support, and since the LAC was interested in upgrading its software to meet volunteer literacy needs and can offer cost-effective training and support, it made sense to work with the LAC in this endeavor.

LU: What do you hope to get out of this pilot program?

CC: We need to make sure that ALIES can meet the data management requirements of LVA groups that tutor one-to-one and in small groups. The current version does not meet our needs in regard to reports required by the LVA national office, which are slightly different from National Reporting System (NRS) reports. With LVA-NYS and affiliate feedback, we will help the LAC develop an upgrade version of the software with the needed capabilities.

LU: In broader terms, independent of the software you use, how does LVA manage and use student and program data? What are your unique challenges?

CC: Currently, affiliate data is sent to the LVA-NYS office in Buffalo and aggregate reports are sent to the LVA national office in Syracuse and to NYSED. Statewide data is used for public advocacy and private-sector resource development. While we have done a good job at data management, there is room (a large one!) for improvement. Our challenge is always the same—the

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Responding to Crisis

by Elyse Barbell Rudolph
Deputy Director

On September 28, we at the LAC began to help ourselves and literacy practitioners throughout the city to address the impact of the World Trade Center attack and its aftermath on the literacy community. We held an open forum that allowed teachers, counselors, and program managers to discuss the effect of recent events on their programs, their students, and their relationship to their work. In the coming months, the LAC will address issues such as diversity and tolerance, Middle Eastern culture, world history, and other topics related to the changing world around us. We're doing what we've always done: weaving the real life issues of our students into classroom experiences. If you'd like more information on these efforts, contact Ira Yankwitt at iray@lacnyc.org.

On Tuesday, September 11, what we experienced, first and foremost, was community. As most of you know, the LAC is located five blocks from the Trade Center. Those in the office at the time of the attack reached out to each other, to others in the building, and to their loved ones. An immediate chain of caring began. We join with our families and the nation in pulling together to do what we can to move forward.

We pray for a peaceful resolution to this crisis. Beginning that Tuesday, and for days afterward, emails poured in to me and to Michael Hirschhorn, the LAC's Executive Director, from other literacy organizations across the nation inquiring about our safety, expressing relief, and offering support. I want to share just a few of those emails with you as an expression both of the LAC's gratitude for the support we have received and of the high regard literacy practitioners nationwide have for the NYC literacy community.

Just wanted you to know I am thinking about you and know the grief must be overwhelming. New Yorkers are resilient, and I know we will all emerge stronger and more committed after these terrible days. It is true that we will never be the same, but I keep saying that the only war I can fight today is the battle to ensure that "Houston Reads." Take care and sincere caring thoughts from all of us here in Houston.

Gail S. Ayers
Houston Reads Commission

I hope that you and your family are well, and that all your friends and colleagues at LAC and in NY are safe. My brother was very close to the tragedy, as were many New Yorkers, but he is safe. It is an emotionally difficult time for many of us. I've been thinking about you. If you need my help or support in anyway, please call.

Sabrina Kurtz-Rossi
World Education, Boston

I just want you both to know my thoughts are with you, and I am hoping you and your families, and the LAC staff are safe and well. It is tremendously difficult to express our thoughts after such a tragedy, so I won't really even try. Just know that I am thinking of you.

Erin Carney
Literacy Volunteers National Capital Area

It had to be very tough to be that close to ground zero. Everyone at Literacy Partners hopes everyone at the LAC gets through the next few weeks OK and that no one lost anyone close in the tragedy.

Jon Deveaux
Literacy Partners, NYC

We are all gratified to be back at work, doing what we do best. We would love to see you at our rescheduled Open House on November 1 from 3 to 6 pm. Between now and then, we have professional development offerings on the new GED, technology, media literacy, youth programming, and a host of other thoughtful topics that will help us all look to a positive future.



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GED 2002: Making the Most of Change

by Alison Kaplan
Interim Director



Upcoming Change Brings Apprehension

Many are panicked about GED 2002, which will replace the current GED on January 1, 2002. Students are rushing to take the GED before December 31; one in three calls to the LAC's Hotline asks for GED testing information. The lack of testing seats in NYC is compounding the fear. Even the Daily News has noticed the problem; Denis Hamill suggested in his September 4 City Beat column that, in order to schedule a GED test, "your best bet is to enter a drug program or get arrested and sent to Rikers Island"—in which case state law guarantees that a candidate can take the test within a month.

On the instructor side, curiosity about the details of changes in the test grew into anxiety over the summer as the availability of practice tests was delayed. Practitioners facing a new program year—with students who are not going to be ready to pass the GED by December—worry about how to undertake the more intensive instruction that will be required by the new test's increased emphasis on content-based knowledge. The New York State Education Department has been addressing these concerns over the past year by providing workshops (some in cooperation with Steck-Vaughn, the publisher of the official GED practice tests) about the content and format of the new test and by sending representatives—including the LAC's Ira Yankwitt—to the GED 2002 National Training Institute this summer.

Change Also Brings Opportunity

We know that GED 2002 will require practitioners to prepare content-rich curriculum that emphasizes the higher-order thinking skills

required by the new test. So although the coming of the new test brings apprehension, it also offers an opportunity. Instructors who have been interested in developing theme-based, cross-curriculum lessons will have an even stronger rationale for pursuing this approach to their work. Many students expect a skill-and-drill approach to test preparation. Instructors who emphasize rich content often hear students ask, "What does this have to do with the GED?" Now, because the new GED is aligned with state and national high school content standards, instructors have the justification and the opportunity to present theme- and content-based lessons.

We hope and expect that students will benefit from preparing for the new GED. In their GED courses, they will encounter a more academic approach to learning. Those who pass will be demonstrating that they have a higher level of critical thinking skills and are better prepared for further training, employment advances, and higher education than is the case for students who pass the current GED.

We're Here to Help

To help programs and instructors prepare for the more critical and academic approach to curriculum development that will be required for the new test, the NYCPDC, working with the LAC and the city's literacy provider agencies (LPAs), has been in the process of building curricula, identifying resources, and developing materials. The LAC's GED 2002 workshop series (see Calendar, pages 6 and 7) will introduce practitioners to strategies aimed at making the new test an opportunity to improve instruction. The NYCPDC is supporting the two

LPAs most involved in GED instruction, the City University of New York (CUNY) and the NYC Board of Education (BOE) as they develop curricula, materials, and resources that will enable instructors to maximize the use of the new GED as a tool for critical thinking and learning. The NYCPDC will disseminate their work in order to offer examples of exemplary practices in GED 2002 instruction.

Here are just a few examples of the materials the LPAs are developing with the support of the NYCPDC. Most will be disseminated through workshops on their use and on the LAC website.

The BOE has developed a visual literacy curriculum to help teachers prepare their students to comprehend graphic materials such as maps and charts.

CUNY is developing a biology curriculum that not only uses an inquiry-based approach to learning the deeper science knowledge required by the new test but also incorporates language and literacy skills within a content-rich curriculum.

CUNY is also developing a seminar and related materials to introduce teachers to a new curriculum called Extending Mathematical Power, designed to move math instruction from the traditional presentation of rules and algorithms to a meaning-based problem-solving approach.

Note, too, that many past and present LAC and NYCPDC initiatives, such as last year's Math Leadership Institute, address the teaching of GED 2002 content areas and skills even though they may not have "GED" in their titles.

The challenge is upon us: while students who have passed one or more GED tests are scrambling for seats to finish the GED before December 31, most current students will be taking the new test. But challenges can also be opportunities. The NYCPDC wants to help practitioners make the most of the opportunities posed by the GED 2002. ■

The NYC Professional Development Consortium is one of ten regional staff development consortia established by the New York State Education Department to coordinate and support professional development in adult education and training.



Responding to the Needs of the Field

THE EVOLUTION OF THIS YEAR'S PROFESSIONAL DEVELOPMENT WORK PLAN AT THE LAC

Marguerite Lukes, *Director of Instructional Technology*
Ira Yankwitt, *Director of Adult Literacy Services*
Elyse Barbell Rudolph, *Deputy Director*

Typically the LAC plans its professional development offerings by listening to what teachers, administrators, and other program staff tell us about their needs; by distributing a survey; and by reviewing evaluations of our professional development events. This year we also conducted a formal needs assessment with program managers and staff developers. In March 2001, LAC staff identified four core areas of professional development need based on our ongoing work with managers:

GED 2002

Policy and advocacy

Technology

Instructional leadership

By the end of June, we had met with the NY State Education Department and the Mayor's Office of Adult Literacy and had participated in meetings with administrators and staff developers from the New York City Adult Literacy Initiative (NYCALI) agencies.

What the Field Needs

Several key issues were articulated consistently.

To prepare for GED 2002, practitioners said they need familiarity with the new test, training in the use of the calculator, and help in developing materials to target GED 2002 content and skills.

To better understand policy that affects their programs and to be effective advocates, practitioners said the LAC should continue to serve as liaison between policymakers and the field as well as introducing practitioners to efforts outside NYC to augment or creatively comply with the requirements of the Workforce Investment Act (WIA) and National Reporting System (NRS), especially around evaluation and assessment.

To better integrate technology into their instruction, practitioners said they need guidance in effectively using video and the Internet, support in technology planning, an introduction to software and distance learning programs for adult students, and demonstrations of best practices for using common software applications such as Word and Excel in their classes.

To support programs in improving instruction, practitioners suggested that the LAC further expand our Clearinghouse and increase our focus on disseminating resources; provide intensive offerings for teachers of adult basic education (ABE) and English for Speakers of Other Languages (ESOL); and continue to address emerging issues in the field such as youth in ABE, ESOL literacy, and the link between pre-GED and GED classes.

How the LAC Responds

With pages of results in hand, LAC staff sat down to grapple with a host of issues, including which of the topics to address this year and which are beyond our capacity, how to harness technology to reach a broader audience, and what kinds of support enable teachers actually to apply new strategies in the classroom, so that our work has identifiable impact on the field.

Data became the key component in developing our professional development calendar. We combined the reams of notes collected from the needs assessment with comments from practitioners who attended last year's professional development offerings. We tracked attendance trends across workshops and institutes. Sheet after sheet of paper was filled with ideas. Emails raced back and forth among staff. Soon it became clear that we could not address every request. Some issues seemed better addressed by staff development opportunities offered by other organizations. Some are simply beyond our capacity at present staffing levels. What remains is an exciting series of initiatives for this program year.

What We Can and Can't Do

There are some things we cannot do. We cannot provide ongoing technical support for all your computer needs, but we can answer questions about software and instructional technology. We cannot be a GED testing center, but we can give instructors resources they need to cope with the new test. We cannot develop an alternative to the TABE test, but we can provide a forum to discuss alternative assessment and to coordinate advocacy efforts. We cannot provide you with

research articles on demand, but we can disseminate materials, provide open Clearinghouse hours and onsite technical assistance, and help you locate what you need. We cannot give new teachers individualized assistance in daily lesson planning, but we can give you access to professional development resources, examples of best practices, and samples of appropriate instructional materials.

Where We Go from Here


What we can do is to provide in-depth professional development on the concerns practitioners have expressed. The highlight of this year's work plan is ongoing series of workshops that address the four core areas.

GED 2002 instruction gets its own series of nine monthly sessions, each focusing on one aspect of GED instruction.

Policy and advocacy will be addressed in the continuing Program Managers' Series and other offerings. The first Program Managers' session will focus on the history and future of WIA and NRS. Watch also for future offerings centering on evaluation and assessment.

Technology is the focus of two workshop series—Technology Show 'n' Tell and Multimedia in the Classroom—as well as an ongoing study group.

Instructional leadership is blended throughout as, for example, participants in the GED 2002 series develop model lesson plans that the LAC will disseminate along with curricula developed by the NYCALI agencies. We will address ESOL/BENL needs in distinct offerings building on the teacher-to-teacher series begun in FY01. ALIES has developed a training unit to assist programs with all aspects of data management, from collecting and inputting data to understanding how to use data collection for program improvement.

The name of this organization is the Literacy Assistance Center, and we want to help you. Call us, visit us, email us, come to workshops, visit our website, read Literacy Update. Most importantly, continue to tell us what you need so that we can either provide it or assist you in finding the resources that will help. 

{announcing

Selected Shorts: ALL WRITE!

Bring your students to the acclaimed adult literacy program Selected Shorts: ALL WRITE! at Symphony Space theater. Professional actors will read poems and stories at the first performance, inspiring students to write their own pieces. Selected student work will then be read, again by professional actors, in the second performance. Texts, study guide, and workshops are provided. The program is free and runs from December through May. Space is limited. For an application, call Madeline Cohen at 212.864.1414 x221.

National Literacy Summit Initiative

The National Literacy Summit Initiative is a field-driven effort, sponsored by the National Coalition for Literacy (NCL), to improve the nation's system of adult literacy, language, and lifelong learning services. Last year, a task force of national literacy organizations developed "From the Margins to the Mainstream: An Action Agenda for Literacy," designed to serve as a national literacy agenda and as a blueprint for community action. NCL encourages agencies, associations, corporations, and organizations at all levels to make a commitment to one or more Summit Initiative Priorities to advance this Action Agenda. For information on the Summit Initiative, including Year 1 progress and a list of organizations and their commitments, visit www.nationalliteracysummit.org. Organizations can also make their commitments online.

Project Literacy Learning Disabilities Meetings

Teachers, tutors, parents, students, social workers, and others concerned with learning disabilities are invited to join a support and information group sponsored by Project Literacy/Outreach in Glen Cove, NY. The group will meet on the third Sunday of every month, 1:30–4:00 pm. The first meeting was on September 16; future dates are October 21, November 18, and December 16. For information, call 516.676.7066, email lu@projectliteracy.org, or visit www.projectliteracy.org.

NCFL Family Literacy Alliance

The National Center for Family Literacy (NCFL) recently launched the Family Literacy Alliance (FLA), a network of family literacy practitioners and supporters. FLA promotes collaboration among practitioners and will represent FLA members to elected officials, policymakers, business partners, and community leaders. Members receive a free subscription to the quarterly FLA magazine, the opportunity to attend regional forums, a membership certificate and card, access to the members-only area of the FLA website, and more. For a membership application and fee information, go to the NCFL website at www.familit.org, or contact Debbie Nichols, 502.584.1133 x152 or dnichols@familit.org.

National and State Conferences

Many literacy practitioners rely on conferences for professional development and networking opportunities. Here is a brief listing of just a few of the conferences coming up this fall.

American Society for Training and Development 2001 National Leadership Conference,

October 19–21, Alexandria, VA. www.astd.org

New York Association of Training and Employment Professionals Fall Conference,

October 17–19, Rochester, NY. www.nyatep.org

13th Annual Conference on Attention Deficit/Hyperactivity Disorder,

Children and Adults with ADHD,
October 18–20, Anaheim, CA.
www.chadd.org/conference.htm

52nd Annual Conference of the International Dyslexia Association,

October 24–27, Albuquerque, NM.
For a conference program, email
conference@interdys.org or call 410.296.0232

Trapped by Poverty, Trapped by Abuse,

Project for Research on Welfare, Work,
and Domestic Violence,
October 26–28, University of Michigan, Ann Arbor.
www.ssw.umich.edu/trapped/conference.html

Effective Techniques for Teaching Reading, Writing, and Spelling,

Reading Reform Foundation of New York,
October 28, NYC. www.readingreformny.org
or 212.307.7320

National Association for Multicultural Education 11th Annual Conference,

November 7–11, Las Vegas, NV.
www.nameorg.org or 202.628.6263 ■

October

Calendar of Events

free professional development events
for literacy practitioners
in and around New York City

Many LAC and NYCPDC events
for September and October have
been rescheduled. Many of the
date announced in the September
Literacy Update have changed,
so please use this Calendar instead.

[9]

GED 2002 Series

What's So New about GED 2002?

Tuesday, October 9, 1–5 pm

Presenter: Ira Yankwitt

Participants in the June 26 workshop should not attend this one as well.

This series of nine workshops will help participants develop promising practices in GED instruction to meet the more rigorous standards of the GED2002. The first workshop outlines changes in the test and explores the implications for your practice. Subsequent sessions focus on strategies for specific areas of GED instruction.

Participants who attend 7 of the 9 sessions will receive a certificate. All sessions are on the second Tuesday of the month. Next sessions: Nov. 13, Nov 27

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[16]

Nuts and Bolts of TABE 7 & 8

Tuesday, October 16, 1–5 pm

Presenter: Ira Yankwitt

This workshop will introduce the Test of Adult Basic Education (TABE), forms 7 & 8—the main test used by NYCALI-funded programs to place students in ABE classes and measure educational gain.

Topics: test overview, effective test administration, using TABE scores for placement, broader issues in the formal testing of adult learners.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[16]

Pre-Service Institute

Tuesday & Wednesday, October 16 & 17, 5:30–9:30 pm

Presenter: Peter Kondrat

An introduction to key concepts and exemplary practices in teaching adults for practitioners new to adult education. Includes an introduction to NYCALI, classroom strategies, intake, resources, and integrating technology.

RSVP: PDC Reservation Line at 212.803.3345 or pdcevents@lacnyc.org.

Sponsors: NYCPDC & LAC

[18]

Technology and Innovation in the Classroom Study Group

First Session

Thursday, October 18, 9 am–4 pm

Facilitator: Marguerite Lukes

Learn with and from your peers about innovative classroom uses of technology in this monthly study group. Explore your own classroom practice to uncover what works and why. Learn to use a variety of communication tools (video conferencing, live chats, discussion boards) to expand your professional development.

Participants are encouraged to attend consistently. All sessions are on Thursdays, 9 am–4 pm.

Next session: Nov 15

Basic computer skills are needed, but participants need not be experts.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[19]

Practitioner Research Forum

Friday, October 19, 12–2 pm

Presenters: Maura Donnelly, *LaGuardia CC*;

& Comité de Educación Básica en Español

Recipients of the 2000–2001 Practitioner Research Awards will present the results of their research and take questions in this brown-bag lunch session.

Maura Donnelly will discuss her work on students' metacognitive processes in reading. The Comité will present their findings on the viability of the Spanish GED.

RSVP: PDC Event Line at 212.803.3345 or pdcevents@lacnyc.org

Sponsor: NYCPDC & LAC

[22]

What's New in ALIES Release 3.0

Monday, October 22, 2–3 pm

Presenter: Megan Swiderski

This informational session will inform users of the new features in ALIES release 3.0, the first release for FY02. Participants will also discuss potential issues, problems, and challenges of using the new software.

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org

Sponsor: LAC

[24]

Multimedia in the Classroom

Developing Media Literacy

Wednesday, October 24, 9:30–1:30 pm

Presenter: Marguerite Lukes

Television has never been more present in our lives than in the weeks since the attack on the World Trade Center. This session will help teachers explore how to be critical consumers of television, as well as how to use the medium within and beyond the classroom both as a springboard for discussion and writing and to teach critical thinking skills.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[25]

Program Managers' Series

History and Future of the NRS and WIA

Tuesday, October 25, 9:30 am –1:30 pm

Presenters: Dr. Larry Condelli & Mike Dean

This session will feature presentations on the history and future of the Workforce Investment Act (WIA) and National Reporting System (NRS) by Dr. Larry Condelli, Managing Associate at the Pelavin Research Center in Washington, D.C., and director of the project to design and implement the NRS, and Mike Dean, Educational Program Specialist for the Office of Vocational and Adult Education at the U.S. Department of Education and the project leader responsible for the development of the NRS.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

Sponsor: LAC

[30]

ALIES Data Entry I and II

Tuesday & Wednesday,
October 30 & 31, 10 am–3 pm

Presenter: Megan Swiderski

Designed for ALIES beginners who have never been to an ALIES training. Includes setting up ALIES, entering data, backing up data, printing reports, and updating data based on Turnaround Documents.

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org

Sponsor: LAC

November

[1]

LAC Open House

Thursday, November 1, 3–6 pm

Join the staff of the LAC for refreshments and a tour of our new facility.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org

[2]

Technology Show 'n' Tell Series

Web-Based Media in the Classroom Instruction

Friday, November 2, 9:30 am–1:30 pm

Presenters: Marguerite Lukes & Mariann Fedele
This is the first in a year-long series of workshops on integrating technology into instruction. Participants will examine different uses of web-based media in the classroom, walk through a model lesson, create their own lesson plan, and look at a variety of web-based media resources.

Participants who attend at least 5 sessions will receive a certificate. All sessions are on Fridays at 9:30 am.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

[5]

ALIES Training for Program Managers

Monday, November 5, 10 am–1 pm

Presenter: Megan Swiderski
Designed for program managers who have never been to an ALIES training. Includes preparing your program for ALIES, managing ALIES, ALIES support, and the future direction of ALIES.

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org
Sponsor: LAC

[9]

ALIES Outcomes Training

Friday, November 9, 10 am–1:30 pm

Presenter: Megan Swiderski
This training session will help prepare programs for outcome collection in FY02 by defining the NRS outcomes and providing guidance on collecting outcomes according to NRS guidelines.

For program managers who were unable to attend the Spring 2001 Outcomes Trainings.

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org
Sponsor: LAC

[16/19]

ALIES Ad Hoc Report Training

Friday, November 16, 10 am–1 pm
OR Monday, November 19, 10 am–1 pm
Attend only one of the two dates.

Presenter: Megan Swiderski
This session will help programs understand and use the new ALIES Ad Hoc Reporting tool and provide a forum in which ALIES users can brainstorm ideas for additional Ad Hoc Reports.

RSVP: Zurn Porter at 212.803.3348 or zurnp@lacnyc.org
Sponsor: LAC

[30]

Technology Show 'n' Tell Series

Web-Based Media Resources

Friday, November 30, 9:30 am–1:30 pm

Presenters: Marguerite Lukes & Mariann Fedele
This hands-on workshop will explore the uses of web-based resources in classroom instruction, with a focus on advocacy and information management relevant to the employment and economic needs of students.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org
Sponsor: LAC

Open Hours at the LAC Computer Learning Center

The LAC's Computer Learning Center (CLC) will be open at specific times to teachers, tutors, and administrators interested in becoming more familiar with technology to enhance their instructional practice. An LAC staff member will be available to assist users during these self-directed sessions and to help in locating resources, planning lessons, and using software. As space is limited and demand is high, please contact Mariann Fedele, Coordinator of Instructional Technology, at mariannf@lacnyc.org or 212.803.3325 to reserve a computer workstation.

Computer Learning Center Open Hours for Fall 2001

Date	Day	Time
October 12	Friday	1–5 pm
October 17	Wednesday	1–5 pm
October 26	Friday	3–5 pm
October 30	Tuesday	1–5 pm
November 9	Friday	2–5 pm
November 14	Wednesday	1–5 pm
November 20	Tuesday	1–5 pm
November 30	Friday	1–5 pm



Literacy Assistance Center

N Y C

P D C

NYCProfessional Development Consortium

All LAC and NYPDC events take place at 32 Broadway, 10th floor.

jobs in literacy]

To place a free employment ad, email publications@lacnyc.org or fax 212.785.3685. The deadline for job ads for the November *Literacy Update* is October 5.

Ads are posted on the LAC website at www.lacnyc.org on a rolling basis. Please specify in your email or fax whether you want your ad in print or on the web only.

ESOL and Civics Teacher (PT or FT)

Teaching experience and BA required.

Teacher/Case Manager (FT)

Provide ESOL classes and advocacy to citizenship students. Spanish bilingual and BA required.

Letter/résumé to Project Reach Youth, 199 14th St., Brooklyn, NY 11215, fax 718.768.1419. ■

Program Manager for Youth Services (FT)

Manage summer learning academy, development & implementation of after-school program, volunteer management. 2+ yrs exp. in educational or nonprofit setting, exp. with youth, BA/BS, bilingual pref.

Office Manager/Administrative Assistant (FT)

Reception, filing, record keeping, office maintenance, coordinating parent volunteers. Skilled typist, proficient with Word, Access, Excel; fluent in Spanish. Letter & résumé to Harlem RBI, Attn: [job title], P.O. Box 871, Hell Gate Station, NY, NY 10029, fax 212.722.1862, email info@harlemrbi.org. ■

Controller

Manage all fiscal operations, including gov't contracts & private grants; prepare budget, monitor cash flow. Bachelor's in accounting req., related grad degree pref.; strong background in gov't funding and management of multiple grants, 5+ yrs exp. in all areas of fiscal management. Résumé w/salary reqs. to Human Resources, Grand Street Settlement, 80 Pitt St., NY, NY 10002, fax 212.358.8784. ■

Program Director, After-school (PT)

Develop and supervise reading/math curriculum, train & supervise adult staff & teen assistants, work with parent coordinator. 3–6 p.m. 4 times/week. BA, exp. in program development and staff supervision, training in conflict resolution.

Activity Specialist, After-school (PT)

Assist program director. Conflict resolution, community building, whole language skills pref. Min. 2 yrs college + experience. 3 hrs., 2 afternoons/week. Résumé & letter to Leo Lewkowitz, Knox-Gates Neighbors, fax 718.882.2454. ■

After-school Program Literacy Teacher (PT)

M–F, 3–6 pm. Oversee class activities for 20 jr high students. College degree or present college student, fluent English req., ability to handle jr high students independently.

After-school Youth Group Leader (PT)

M–F, 3–6. Assist teacher; supervise homework assistance, gym, etc. HS diploma, able to handle jr high students independently, fluent English req. Résumé to Robert Bernard, Beacon I.S. 220 Community Program, 4812 9th Ave., Brooklyn, NY 11220, fax 718.436.5270. ■

After-school Program Staff

College students to teach children arts & crafts, creative writing, vocal music, drumming, dance, drama, academic enrichment, homework help, recreation/athletics. Résumé & letter to Sunnyside Community Services, attn: FWOOD, fax 718.784.7266. ■

Job Developer, Bilingual

Fluent in Spanish, BA min., 2 yrs exp. placing population needing entry-level positions. Ability to acquire & maintain new accounts. Exp. conducting job readiness workshops. Must have own current job bank. Résumé & letter to Rosalie Kahn, Coordinator of Employment Programs, Adult Career Counseling & Resource Center, LaGuardia Community College, Room C-233, 31-10 Thomson Ave., Long Island City, NY 11101, phone 718.482.5255, fax 718.482.5147. ■

ESOL Teachers

Teach ESOL to adult immigrants, adapt existing course outline to meet the student needs, create class activities to enhance student skills and interests; maintain student records. Exp. in ESOL instruction, preferably with adults; native or native-like fluency in English; BA.

Job Developer

Provide employment assistance to adult immigrants. Assess experience, skills, needs. Work with participants to develop realistic short-term and long-term goals, help participants create résumés, network with potential employers. Provide advocacy, referrals, workshops. Exc. networking & writing skills; knowl. employment, public assistance, computers.

Assistant Director/Night Manager

Oversee p.m. operations in ESOL program for adult immigrants; troubleshoot; assist in outreach & assessment of eligible refugees, asylees & immigrants for newly funded program; oversee data collection & reporting. Understanding of issues concerning immigration, public benefits & adult education. Exc. computer/reporting skills.

Administrative Assistant

Cover front desk; conduct student intake & assessment; track attendance, demographic information, outcomes, etc. Complete required reports & data entry tasks, maintain files. Exp. with data entry, word processing & spreadsheets.

All positions: strong preference for bilingual or multilingual candidates, esp. Spanish, Bengali, Urdu, Punjabi, Arabic, Chinese, Russian. Contact K.C. Williams, Forest Hills Community House, Adult Education Program, Jackson Heights Office, fax 718.898.2571, kwilliams@fhch.org. ■

Coordinator of Participant Services

Develop & implement overall program design & structure. Recruit personnel; train staff; oversee participant stipends, awards & incentives; monitor basic skills & work readiness outcome measurements. BA, master's pref., exp. managing human service program, computer management.

Youth Center Program Director

Supervise staff, maintain budget, provide monthly reports, assist in fundraising & program development, serve as director of summer sleep-away camp. MSW, pref. w/emphasis in group work, 5–7 yrs exp. with inner-city youth & families, 3 yrs exp. in administering youth service programs, bilingual Spanish pref.

Case Manager

Conduct individual & group counseling sessions, monitor program participation, maintain records, provide referrals, hold parent workshops, case management. Exp. in youth counseling; BA, master's pref. Contact Nilsa Pietri, Chief Administrator, Youth Services Division, Henry Street Settlement, 265 Henry St., NY NY, 10002, fax 212.777.1445. ■

Counselor (FT)

Provide assessments, short-term counseling, psycho-educational workshops, and supportive services for adult learners in progressive community-based adult education center. MSW or master's in counseling, related exp., bilingual Spanish.

Coordinator/Social Worker (FT)

Provide program/staff development and supportive services to immigrant families in community-based family literacy program in a public school. MSW or master's in counseling, related field and supervisory exp., bilingual Spanish or Cantonese. Résumé & letter to Martha Kamber, Sunset Park Adult and Family Education Center, 414 80th St., Brooklyn, NY 11209, fax 718.491.5060, email jpeaslee@akula.com. ■

Educational Coordinator (FT)

Develop & implement individual & joint literacy programming in the 3 agencies of the North Bronx Youth Collaborative (NBYC). Assess current programming for potential enhancement with literacy techniques; equip staff with training, modeling and supervision. Degree in education (NYS certified pref.), teaching or group exp. and knowl. of young adult lit. req.; bilingual Spanish a plus. Résumé & salary reqs to Executive Director, Riverdale Neighborhood House, 5521 Mosholu Ave., Bronx, NY 10471, fax 718.884.1645, Attn: NBYC Coordinator. ■

ESOL Instructor (PT)

Teach vocational and conversational English to students in welfare-to-work program. BA and teaching exp. required. Letter & résumé to Stephanie Gonsalves, Education Coordinator, fax 212.830.7791. ■

Assistant Educational Coordinator

Assist educational coordinator in managing all aspects of adult basic education center in Manhattan. Teach adult literacy students, support volunteer-led learning groups, maintain student files, plan special events. 12:30–8:30 pm, M–Th, some flexibility. Must have experience teaching literacy. Letter & résumé to Kimi Ramos, fax 212.725.0414, email kimir@literacypartners.org. ■

Learning Lab Teacher

Bachelor's in education or related, min. 2 yrs teaching exp. with adults in basic education and GED. Computer literate. Familiarity with HRA policies and procedures a plus. Letter & 3 refs. to BEGIN Managed Programs, Dept. P, 33 Irving Pl., 5th fl., NY, NY 10003 or email as attachment to bmpjobs@aol.com. ■

In the September issue of Literacy Update,

we invited readers to participate in a reader forum. We posed some questions to spur discussion, though you are also free to pose your own topics. We're repeating the questions in this issue to invite you to respond.

Please keep your responses brief, under 300 words, so that we have room for many voices on this page. Submit materials by November 22 by emailing publications@lacnyc.org or faxing 212.785.3685, attn. Jan Gallagher. The pieces we select (with appropriate editing, of course), will appear in the January *Literacy Update*.

For program managers and administrators: Now that FY02 has begun, how have your intake and assessment procedures changed in light of NRS requirements? What is working, and what do you still find challenging?

For ESOL programs & teachers: How do you assess ESOL students? How do you determine native-language literacy? What tools are you using? Are they home-grown?

For GED programs & teachers: Have you made changes in your GED coursework or curricula to get ready for the new GED? What kinds of changes?

For programs that rely on volunteers: Has the shift in the economy had an effect on your volunteer recruitment efforts? What strategies are you employing to attract, train, and retain tutors?

New Directions for Volunteer-Based Literacy Programs in NY State *cont'd*

outcomes of the unique relationship between a tutor and a student do not always fit into the required state and federal reports. What we accomplish as an organization, and the goals that students achieve, are often not measured fairly or accurately.

LU: Why is data management important for LVA-NYS?

Venu Thelakkat: For the same reasons it's important to any adult literacy program. In the first place, it's required by NRS. But it's also important because administrators have to understand what's going on in their programs. For example, they can look at the makeup of their student population to anticipate student needs. They can monitor attendance and retention rates to see which instructors or tutors are effective and which are not. They can monitor student progress and see where student and program goals are and are not being met.

CC: Successful adult literacy programs collect accurate student and tutor data and are able to turn that data into meaningful public relations, advocacy, and fundraising strategies that will benefit students and the program. Over and over again, the program managers who can share compelling program data with the community, the media, and funders are the ones who run the first-rate agencies and can garner additional resources to expand services.

LU: Venu, what is ALIES going to do for the LVA-NYS affiliate programs?

VT: It's not just the software! We're offering training and support in data entry, intake—as it relates to data collection—data management, and NRS guidelines, which govern all publicly funded adult literacy programs in the U.S.

LU: How is this different from what ALIES offers to New York City Adult Literacy Initiative (NYCALI) programs?

VT: In a sense, it isn't different. We'll give LVA-NYS data management software, training, and support, just as for NYCALI. But we're modifying the software to meet LVA's needs. At LVA programs, one tutor is matched with one student and usually stays with that student for as long as it takes—months, years, depending on the student's goals. So LVA puts their tutors through as rigorous an intake process as their students, and they need to manage data on both groups.

LU: What are your specific plans for the LVA-NYS pilot program?

VT: We're making the software modifications available as ALIES release 3.0 this fall. We'll couple that with training for the pilot affiliates. We're doing a new, comprehensive user manual, and enhancing our website [www.lacnyc.org/ALIES] to provide user training and support.

LU: Now I want you both to think about the future. Chip, what changes for LVA-NYS and its affiliates do you expect to see as a result of the LVA/LLI merger?

CC: LVA's strength has always been program management; its new accreditation system brings enormous resources and quality management practices to the LVA/LLI merger. Since so much

effort went into enhancing the new LVA Affiliate Statistical Report, I assume it will be the "report of choice" for the new merged organization. Therefore, affiliate reporting needs will not change much, and hopefully changes in the LVA/LLI report will mirror the NRS so there will be consistency in data collection and reporting requirements.

Overall, a majority of people hope that the new merged organization will provide higher-quality basic literacy and ESOL training materials and a uniform voice in public policy that will produce both stable funding for adult literacy and media and community awareness.

LU: Venu, what's in the future for ALIES?

Where is data management headed in New York City and State?

VT: Working with LVA has pushed us to make ALIES strong and sophisticated enough to handle a variety of kinds of programs. We're in discussions with New York State to make ALIES available to all programs throughout the state. The state is going to issue report cards on adult education programs, so good data management will be essential. Programs need to monitor student and program performance in advance of their final reports. For that matter, any kind of fundraising depends on good data; you can use your data to "sell" your program—as long as you're capturing the data you need. 📊

For more information about LVA and the upcoming merger, see www.literacyvolunteers.org. ALIES information can be found at www.lacnyc.org.

teachers' corner]

Instructional Groupings for Students with Learning Disabilities

by Winston Lawrence, Ed.D.
Coordinator of Adult Literacy Services

Program administrators, teachers, and counselors are always searching for ways to enrich the learning environment for adult students with learning disabilities (LD). Unfortunately, much of the research on LD studies children in elementary and secondary education. (An exception is the research behind *Bridges to Practice*; see www.lacnyc.org/pdc/projects.htm.) However, adult literacy teachers can benefit from insights gained from the study of children with LD.

One recent article is "Instructional Groupings for Reading for Students with LD: Implications for Practice," by Sharon Vaughn, Marie Tajero Hughes, Sally Watson Moody, and Batya Elbaum, originally published in *Intervention in School and Clinic* (Vol. 36, No. 3; January 2001) and reprinted at www.ldonline.org. The article documents findings on how four different instructional groupings can be used to promote reading competence and student engagement: whole class, small group, pairing, and one-on-one. Of course many literacy teachers are familiar with these groupings, using them in varying combinations depending on the level and size of the class as well as the content to be covered.

Whole Group

Both teachers and students report that whole-group instruction is the method most often practiced—even though most research suggests that this is the least effective method for students with LD. Vaughn et al. suggest that this method can be more effective if teachers use several variations. For example, teachers can use an informal member check to ascertain whether learners agree or disagree with a particular point in the lesson. Learners can be asked to provide summaries or main points of the lesson. In addition, teachers can provide reminder sheets where learners record what they have learned and identify any lingering questions. Such adaptations help keep students with LD engaged even without personal interaction with the teacher.

Small Groups

Small reading groups are useful for LD children and adults because they provide the opportunity for interaction, peer support, and close examination of the text. The article suggests three ways to use small-group instruction. **Teacher-led reading groups** are great if the teacher has adequate time to spend with the students. Some teachers solve the problem by providing learning centers or promoting project-based learning.

Flexible grouping brings together students of varying interests and abilities. Learners with LD tend to feel comfortable with flexible grouping because they are helped by interacting with more proficient readers. **Student-led groups** allow learners to take turns asking questions and providing answers.

The article points out that there are issues with the research on small-group learning. What is an adequate size for a small group? What is the role of the teacher? Despite those questions, the researcher view small groups as an effective tool to facilitate reading improvement for LD students.

Peer Pairing and Tutoring

In peer pairing, each student is given the task of tutoring another. The article reports that LD students feel more comfortable working in pairs than in groups or by themselves. One interesting finding is that in cross-age pairing, students with LD benefit more when they played the role of tutor rather than tutee.

The article indicates three ways in which paired reading instruction could be improved for the LD student. In **Classwide Peer Tutoring (CWPT)**, the tutee reads the passage and the tutor awards points based on how well the passage is read and on answers to comprehension questions. Then the students switch roles. A variation of CWPT is **Peer Assisted Learning Strategies**. The teacher directs three strategic activities: partner reading with retell, paragraph summary, and prediction relay. In **Think-Pair-Share**, students think about

a given topic for a few minutes and then pair up to share their thoughts. Finally, they give a joint response to the class as a whole.

One-on-One Instruction

One-on-one instruction is often regarded as best for LD students because it promotes teacher-learner interaction. However, the article reports that, in spite of its effectiveness, this method is seldom used. The reasons are easy to understand: cost, policy emphasis on full class size, and teachers' preoccupation with paperwork. These factors are particularly valid in adult literacy, where class sizes are almost mandated to be 15 to 20 learners. An additional factor in adult literacy is the short duration of some programs. Thus, while one-on-one instruction is desirable, reality factors may prevent teachers from systematically practicing this method.

Conclusion

How to work with adults who may have LD is a persistent problem in adult literacy education. Learners with LD need engaged time in order to develop reading competence. Frequently, adult new readers are apprehensive of providing answers in large-group settings. They need to feel comfortable in the classroom. Adopting various kinds of instructional groupings can help teachers enliven instruction and create an environment in which learning is really fostered, so that students can achieve their goal of becoming proficient readers. ■■■

New Program Staff at the LAC

THE LAC IS PLEASED TO INTRODUCE FOUR TALENTED PROFESSIONALS WHO HAVE RECENTLY JOINED OUR STAFF.



Dr. Winston Lawrence

is our Coordinator of Adult Literacy Services, having most recently served as a teacher in the Office of Adult and Continuing Education of the NYC Board of Education. Winston worked with the Institute of Adult and Continuing Education of the University of Guyana as a lecturer and program manager. In Guyana, he organized community-based adult and continuing education programs for adults and out-of-school youth. In NYC, Winston has taught ESOL, basic education, and GED in formal programs at the Board of Education and New York Technical College as well as in a community-based program at CAMBA. His doctorate in adult education is from Northern Illinois University.

Winston has a strong interest in the civic engagement of adult learners. He asks, "Literacy for what purpose? Students should utilize their education to improve their community and to expand its capacity. Teachers are a key element in facilitating this empowerment process."

Marguerite Lukes

is no stranger to the NYC literacy community, having served as Director of the NYC Professional Development Consortium before becoming the LAC's Director of Instructional Technology. Marguerite holds a master's degree in language, literacy, and learning from California State University, Long Beach. She has worked as project manager at the National Center on Adult Literacy at the University of Pennsylvania, as director of the What Works Literacy Partnership funded by the Lila Wallace-Reader's Digest Fund, and as a professional development specialist at the Center for Language Minority Education and Research at California State University, Long Beach.

Marguerite first became interested in integrating technology into instruction in her role as staff developer at the Pacific Southwest Regional Technology in Education Consortium



(<http://psrtec.clmer.csulb.edu>). She says, "My goal continues to be to work with teachers to integrate technology into instruction in ways that are meaningful, constructivist, anti-racist, and engaging."

Mariann Fedele

began her work as Coordinator of Instructional Technology in September. She says, "I began my love of adult education, like so many of us, by chance, or should I say fortune." After graduating from Rutgers College in 1991, Mariann taught English in Poland in a program called "Democracy for Poland," which came out of the Solidarity movement. The social transformation taking place in post-Soviet Poland provided the context for what she describes as "a personal and professional transformation." She sees adult education as "social justice—keeping the promises that a democracy implicitly makes."

Since spending those formative three months in Poland, Mariann has earned a master's degree from the Graduate School of Education at Rutgers University and has taught ESOL, ABE, Pre-GED, GED, and civics, working with the public

Staff photos from top to bottom:
Winston Lawrence, Ed.D., *Coordinator of Adult Literacy Services*
Mariann Fedele, *Coordinator of Instructional Technology*
Marguerite Lukes, *Director of Instructional Technology*
Santos Murillo, *Director of Outreach and Referral*

school system, CBOs, and the library system. Most recently, she was site supervisor at the Coney Island Learning Center of the Brooklyn Public Library.

Santos Murillo

is our new Director of Outreach and Referral. He comes to us from 20 years in commodity markets. Previously, he was a community organizer in the southeast Bronx. As the director of INCA, a nonprofit that provided consultative services to other nonprofits, he helped to found the Coalition of Neighborhoods in Action and organized the Westchester Avenue Chamber of Commerce. For the past ten years, he has volunteered on weekends as the manager of a feeding program for homeless and indigent families at his church in Jersey City.



Because of the satisfaction he receives from helping others to help themselves, Santos has returned to his nonprofit roots. He speaks five languages and is excited about his new position. His goals for the Hotline unit include promoting volunteerism and harnessing technology to improve the quality of data available to students, volunteers, and literacy professionals. 🇺🇸🇨🇪

LAC

Open House

When:

**Thursday, November 1, 3–6 pm
rescheduled from Sept. 13**

Join the staff of the LAC for some wine and cheese, a tour of our Clearinghouse and Computer Learning Center, and a chance to learn about new LAC initiatives.

Where: The LAC, 32 Broadway, 10th floor, Manhattan

We're located just above Bowling Green near the 4/5 and 1/9 subway lines.

See www.lacnyc.org or call 212.803.3300 for detailed travel directions.

RSVP: LAC Reservation Line at 212.803.3323 or jaynellw@lacnyc.org



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