

LiteracyUSA

The National Alliance of Literacy Coalitions

E-Newsletter

April 2008

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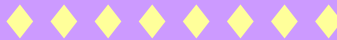
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Literacy USA 2008 Annual Meeting Planned!

Save the dates!
August 21, 22 and 23

The Greater Pittsburgh Literacy Council has agreed to host the 2008 annual meeting of Literacy USA!
We look forward to working with you to improve literacy levels through coalition building!

If you are interested in helping to plan the meeting, contact: literacyusa08@yahoo.com







More details to follow.



Literacy USA *E-newsletter Submission Process*

Dear Friends,

The Literacy USA e-newsletter is published around the fifteenth of every month. You have the opportunity to post the exciting things that your organization is up to, such as:

-  *Program Announcements*
-  *Good News such as Grants Awarded and Upcoming Events*
-  *Professional Development*
-  *News and Resources*
-  *Funding*
-  *Tips for literacy coalitions, such as grant tips; learner tips; programmatic best practices or other general tips that you have found useful and want to share.*

Updates will be included in our monthly e-newsletter which will be distributed to over 50 coalitions and our national funders. Posting an event or announcement is an excellent opportunity for your organization to get the word out about programs or events to an extended network of interested individuals.

Please send any updates via e-mail to: literacyusa08@yahoo.com.

We look forward to hearing from you!

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MEMBER NEWS

[Greater Pittsburgh Literacy Council](#)



Greater Pittsburgh Literacy Council (Pittsburgh, PA) *Literacy*AmeriCorps Expanding to Seven Cities*

Literacy*AmeriCorps, a national program administered by Greater Pittsburgh Literacy Council (GPLC), places full-time AmeriCorps members in six cities around the country. GPLC is pleased to announce the addition of a seventh city, Washington D.C., beginning this fall.

In the summer of 2006 GPLC became the lead agency for Literacy*AmeriCorps when Literacy USA was not able to continue in that role. Literacy*AmeriCorps sends national service members to adult and family literacy organizations as teachers and tutors. Currently Literacy*AmeriCorps programs operate in Pittsburgh, PA; Dayton, OH; West Palm Beach, FL; New Orleans, LA; Seattle, WA; and San Diego, CA. During the 2006-2007 program year, 115

Literacy*AmeriCorps members tutored over 8,000 adults and children and recruited over 1,700 community volunteers.

GPLC has been involved in this program since 1994, when AmeriCorps was established. After managing the national program for a year, GPLC saw an opportunity to expand the program and increase the number of students served. A competitive application process occurred, and DC Learns in Washington, DC, was awarded the grant. A number of Literacy USA coalitions have been involved in this project over the years.

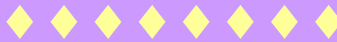
More information about Literacy*AmeriCorps is available from Elizabeth Rivera (erivera@gplc.org).

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PROFESSIONAL DEVELOPMENT

[National Institute for Literacy presents](#)
[Pre-Conference Workshop](#)

[Institute for Multi-Sensory Education](#)
[Orton-Gillingham.com](#)



Institute for Multi-Sensory Education

[Orton-Gillingham.com](#)

30-Hour Comprehensive Training

Boston (Brookline), Massachusetts
May 5-9, 2008

Hartford (Southington), Connecticut
May 5-9, 2008

The Institute for Multi-Sensory Education's training programs provide:

A multi-sensory approach to teaching reading, writing and spelling across the curriculum that meets your Response to Intervention (RTI) needs whether implementing in a Tier I, Tier II, or Tier III setting.

- The skills necessary to teach phonemic awareness, the alphabetic principle, vocabulary, fluency and comprehension.
- Instructional use of ongoing assessment to monitor individual strengths and needs.
- Methods that support classroom and special education teachers, reading specialists and paraprofessionals in presenting language instruction through a process of introduction, discovery, learning, review, practice and evaluation.
- Assessments guide educators in making decisions regarding methodology implementation in RTI multi-tier delivery model.

30-Hour Comprehensive Training

The comprehensive program enables the learner to have in-depth understanding of the revised Orton-Gillingham based methodology, assessment, higher level skills, and the tools to implement this program into an existing curriculum.

Teachers will learn:

The 3-part drill (visual, auditory, kinesthetic)
Syllabication patterns for decoding and encoding

Materials Provided:

Recipe for Reading
Angling for Words

Guidelines for weekly lesson plans
Assessment
Reciprocal Teaching method
Fluency
Phoneme/Grapheme Cards
Multi-sensory techniques for sight words and vocabulary
Syllable Division Cards

How to Teach Spelling
Teacher Training Manual
Teacher Assessment Manual

Fee: \$900.00 per person; includes materials provided. Payment or purchase order is required to confirm registration.
Early registration is highly recommended.

On-line registration options include:

Credit card payment will confirm your registration.

Check/purchase order options are available, and will hold your seat to allow time for processing. Registrations are not confirmed until the payment or purchase order is received.

On-line registration:

Boston (Brookline), MA

May 5-9, 2008

Hartford (Southington), CT

May 5-9, 2008

Refund Policy: Cancel 30 days before the event; 100% refund. Cancel within 30 days of event 100% refund minus \$50.00 service charge. The Institute for Multi-Sensory Education reserves the right to cancel. If IMSE must cancel, 100% of the training fee will be refunded.



COABE Conference, St. Louis, Missouri
National Institute for Literacy
Pre-Conference Workshops

Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators

The National Institute for Literacy presents this one-day workshop created by the National Center for Study of Adult Learning and Literacy (NCSALL) to help practitioners understand what evidence-based practice is and what research is all about. It is an interactive, fun, and experiential set of activities that helps those with “research phobia” to feel comfortable looking at and judging the usefulness of adult basic education and literacy-related research. In the afternoon, there is time to think about how to apply what is learned once back in your program, especially how to integrate what’s been learned about reading with your program’s priorities for improvement.

Presenters: Cristine Smith and Kaye Beall
Full-day Session: April 28, 2008, 8:30 am-3:30 pm

Reading Assessment

The National Institute for Literacy presents this workshop on the Assessment Strategies and Reading Profiles

website. This online diagnostic reading assessment, based on the Adult Reading Component Study, shows instructors how to identify students' reading strengths and weaknesses. Instructors can use this knowledge to target their instruction more effectively on will be on reading components and the purpose of diagnostic assessment. Participants of this pre-conference will be given samples of reading profiles, have an opportunity to practice several of the assessments and to construct a diagnostic reading profile.

Presenters: Rosalind Davidson and Marie Cora
Half-day Session: April 28, 2008, 12:30-3:30 pm

To register for a pre-conference, go to <http://www.coabeconference.org/form.html>

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NEWS AND RESOURCES

[National Center for Family Literacy
Literacy Now](#)

[A High School's Culture and Filing A FAFSA Key
to Going to College](#)

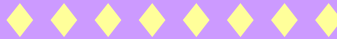
[Improve Student Achievement:
Focus On The Individual](#)

[Post-Secondary Education Is Great, But Don't
Forget Careers](#)

[Learning Communities Help Students Shrug Off
Remediation](#)

[Study Questions Whether Small Classes
Close Achievement Gaps](#)

[U.S. Department of Education
New Website Design](#)



How can we better communicate the challenges of low literacy in the 21st century?
Share your thoughts on NCFL's new literacy blog and social media survey!

The National Center for Family Literacy is launching a blog, *Literacy Now*, to provide an opportunity for anyone engaged or interested in the cause of literacy to share information, news and insights. You can access our blog at <http://www.famlit.org/blog>. We will update the blog weekly with postings from NCFL, but look forward to hearing from you, too. Please subscribe to the blog and come back often! (*More on subscriptions below.*)

How to Subscribe to *Literacy Now*

To receive updates when *Literacy Now* has new posts, you can subscribe to our RSS feed. You can do this via the traditional e-mail method and receive e-mails when something new is posted, or by using RSS subscriptions in an RSS feed reader. To subscribe using either method, look for the Subscription Box atop the left-hand sidebar at <http://www.famlit.org/blog/>. To learn about RSS feeds and feed readers, click on "What Is RSS?" at the bottom of the blog's Subscription Box.



Improve Student Achievement: Focus On The Individual
University of California at Los Angeles Center for Mental Health in Schools

2008 Report

Current school improvement practices present an inadequate response to the complex factors that interfere with positive development, learning and teaching, argues a new paper from the University of California at Los Angeles Center for Mental Health in Schools. A major problem is that recent policies perpetuate narrow-focused, categorical approaches. These methods must be revised to promote an orientation that overemphasizes individually prescribed services. It follows that school improvement policies should be expanded to support development of the type of comprehensive, multifaceted and cohesive approaches that effectively address all barriers to teaching and learning. This includes a fundamental, systemic transformation in the ways schools, families and communities address individual barriers. In addition, the paper provides frameworks to guide school improvement efforts in transforming student/learning supports at both the school and district level.

[Read Article](#)



A High School's Culture and Filing a FAFSA Key to Going to College

Consortium On Chicago School Research at The University Of Chicago

By: Melissa Roderick, Jenny Nagaoka, Vanessa Coca, Eliza Moeller

March 2008

It seems which high school one goes to matters greatly, as a school's culture affects college attendance rates, according to a new report from the Consortium on Chicago School Research. The research indicates that of the 83 percent of Chicago high school seniors who said they wanted to earn a bachelor's degree or higher, only 59 percent actually applied to college. Further, just 41 percent of all Chicago high school students who said they wanted to attend a four-year institution enrolled the fall after graduation. The numbers are far worse for Latino students, as only 30 percent step foot on a college campus the semester after graduation. Another stumbling block on the path to college, besides not attending a school with a strong college-going culture, is the failure to complete the Free Application for Federal Student Aid, more commonly known as FAFSA. The study notes that not filing a FAFSA presents a major obstacle to college enrollment.

[Read Article](#)



Study Questions Whether Small Classes Close Achievement Gaps

Washington Post

By Jay Mathews ~ March 10, 2008

For 20 years, a large study of class size in Tennessee, known as Project STAR, has raised hopes that reducing class size in inner-city classrooms to 17 or fewer would yield significant increases in achievement, reports Jay Mathews for the Washington Post. However, Spyros Konstantopoulos, a Northwestern University researcher, has concluded that high achievers benefited more from the smaller classes than low achievers. By looking closely at the same data as Project STAR on thousands of students from kindergarten through third grade in 79 schools, Konstantopoulos found that decreasing class size might drive some achievement (on average) yet it does not appear to reduce achievement gaps within classes.

[Read Article](#)



Post-Secondary Education Is Great, But Don't Forget Careers

Southern Regional Education Board

By Gene Bottoms and Marna Young ~ 2008

There is great concern with ensuring high school graduates are college ready, but it appears the second part of the equation, being career ready, has fallen by the wayside. Educators, policymakers and the public have been too willing to define "success" as a four-year college degree and tend to concentrate most resources toward that single goal, according to a new report from the Southern Regional Education Board (SREB). At the same time, many Americans have in their minds a particular kind of learner who fits a traditional academic picture.

This disconnect between post-secondary schooling and careers begins with high schools as they direct most of their guidance and counseling services toward students pursuing further study. Consequently students going to community colleges, technical schools, apprenticeship programs or directly to work are often overlooked. The SREB report recommends that high schools, school districts and states offer career guidance and information about technical postsecondary programs to students who are ready to enter the workforce, rather than simply allowing students to drop out and settle for low-paying jobs. This would require schools to either provide technical training or direct students to programs that allow them to become certified for skilled, higher-paying and high-demand jobs.

[Read Article](#)



Learning Communities Help Students Shrug Off Remediation

Opening Doors

By: Susan Scrivener, Dan Bloom, Allen LeBlanc, Christina Paxson, Cecilia Elena Rouse and Colleen Sommo

March 2008

Currently one of the most significant challenges facing education is how to meet the needs of students who lack basic reading, writing and math skills. This problem is ever present in the need for remediation, as 29 percent of incoming college freshman enroll in at least one development/remedial class. To help these students, schools have turned to "learning communities," wherein students take remedial classes linked with other college-level courses. A new study from MDRC of a one-semester learning community for freshman offers the **first experimental evidence that learning communities help students make a successful transition to college and move more quickly through developmental English requirements.** In fact, the program increased by 13 percent the proportion of students who passed reading and writing assessment tests. Students in the program also attempted and passed more courses and earned more credits their first semester than students in the control group. The program places freshman in groups of up to 25 that take three classes together during their first semester. Also included is enhanced counseling and tutoring along with a textbook voucher. Just one year after entering the program, students in the learning communities report that they feel more engaged with their coursework, instructors and fellow students.

[Read Article](#)



Education Publications from the U.S. Department of Education *New Website Design*

The Department's Education Publications (ED PUBS) web site has undergone an extensive redesign, seeking to ease the search for publications and present a more visually appealing look. Among other changes, the site now spotlights particularly newsworthy items (such as information about new releases), lists "hot topic" items by current events and initiatives, and separates publications available in Spanish.

Please visit <http://edpubs.ed.gov/>.

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FUNDING

[Financial Industry Regulatory Authority \(FINRA\)
Investor Education Foundation](#)

[Target Corporation](#)

[ING Unsung Heroes](#)

[College Bound Scholarship](#)



ING Unsung Heroes

The ING Unsung Heroes awards program recognizes innovative and progressive thinking in education through monetary awards.

Maximum Award: \$25,000.

Eligibility: full-time educators, teachers, principals, paraprofessionals, classified staff members with effective projects that improve student learning at an accredited K-12 public or private school.

Deadline: April 30, 2008.

For more information, please click [here](#).



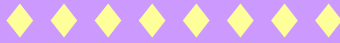
Coca-Cola Food Services and Chuck E. Cheese *College Bound Scholarship*

Coca-Cola Food Services and Chuck E. Cheese's are offering a College Bound Scholarship. Maximum Award: \$25,000 college scholarship to an accredited U.S. college or university.

Eligibility: legal residents of the U.S. and Canada who are 18 years or older at the time of entry.

Deadline: May 1, 2008.

For more information, please click [here](#).



Financial Industry Regulatory Authority (FINRA) Investor Education Foundation *Applications for Financial Education Programs*

Through its grant program, the FINRA Investor Education Foundation funds research and/or educational projects that support its mission of providing underserved Americans with the knowledge, skills, and tools necessary for financial success throughout life. In 2008, the foundation is especially interested in applications that focus on the following areas: new marketing and distribution channels for financial and investor education; helping Americans manage their finances and investments in retirement; meeting the financial and investor education needs of underserved audiences; and using behavioral finance to improve saving and investing.

The Foundation will award grants to entities designated as tax-exempt according to Internal Revenue Code Section 501(c)(3) and state and other public colleges and universities. The Foundation accepts Project Concept Forms at any time during the year. For complete program information, visit [FINRAFoundation](#).



Target Corporation *Grant Opportunities*

Target provides local grant money to community organizations, and focuses on programs in the following three categories: programs that bring the arts to schools or make it affordable for families to participate in cultural experiences; early childhood reading programs that promote a love of reading and encourage children from birth through age nine to read together with their families; and family violence prevention programs that strengthen families by preventing or reducing the cycle of family violence.

Deadline: Target grant applications are currently being accepted. You may apply any time between February 1 and October 1, 2008

For complete program information, visit [Target](#).

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QUOTE OF THE MONTH

The book should be a ball of light in one's hand.

Ezra Pound

LiteracyUSA
The National Alliance of Literacy Coalitions

*The Literacy USA E-Newsletter is published around the fifteenth of every month. In order to be considered for publication, articles and event notifications must be submitted by **the last week of every month by members of Literacy USA**. Submissions can be sent via e-mail to literacyusa08@yahoo.com. Articles are subject to editing by Literacy USA staff for content and length. We will add or remove any name from our distribution list upon request from that individual. Simply send an e-mail to literacyusa08@yahoo.com with the subject line "ADD E-NEWS" or "DELETE E-NEWS". No text is necessary.*

Events, reports, and studies listed in the e-newsletter are not necessarily endorsed by Literacy USA.