Resources for Adult Literacy Practitioners

These resources have been formulated for adult literacy program staff members who are responsible for developing, planning and implementing volunteer-delivered literacy services for adult learners as well as those invested in family literacy programming, or staffers collaborating with businesses to educate their employees. Categorized by theme, the resources have been compiled by the Secretary of State Illinois State Library Literacy Office as of September, 2016.

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Adult Basic Education (ABE)

Adult Career Pathways: Providing a Second Chance in Public Education
Daniel M Hull; Richard C Hinckley
Waco, TX: CORD Communications, 2007
http://www.cord.org/uploadedfiles/ACP-excerpt.pdf

This booklet provides guidance, remediation, curricula, and other support elements needed to prepare career-limited adults to enter the workforce and progress in rewarding careers.

Adult Education Assessment Technical Assistance Paper 2014-2015
Division of Career and Adult Education,
Tallahassee, FL: State of Florida Department of Education, 2015
http://www.fldoe.org/core/fileparse.php/5423/urlt/1415aeatap.pdf

This technical assistance paper offers guidance to administrators and persons with test administration responsibilities in adult education programs.

Adult English Language Instruction in the 21st Century
National Center for ESL Literacy Education (U.S.); Center for Applied Linguistics.
Washington, DC: NCLE, CAL, 2003
http://www.cal.org/caela/esl_resources/languageinstructionEng.pdf

This publication provides an overview of the field of adult English for speakers of other languages (ESOL) instruction in the United States today.

Adult Learners and Technology: How to Deliver Effective Instruction and Overcome Barriers to Learning
Johnson, Menko. (2011)
San Jose, CA: San Jose State University.
http://www.umsl.edu/~wilmarthp/modla-links-2011/Adult-Learners-And-Technology.pdf

This paper outlines the factors that cause “technophobia” or computer anxiety in adult learners. It suggests several methods of coping with that anxiety so that it does not cripple the adult learner. By preparing them to utilize the technology involved in a non-threatening context, learners can have success which is critical to foster positive attitudes in adults towards technology and learning.

Applying Research in Reading Instruction for Adults
McShane, S., & National Institute for Literacy (U.S.). (2005).
Washington, DC: United States National Institute for Literacy
https://lincs.ed.gov/publications/pdf/applyingresearch.pdf

This book aims first to build background knowledge about reading and scientifically based reading instruction. The language and format are “teacher friendly,” using student and classroom illustrations and sample instructional activities to make research principles concrete for readers.

The Breaking Through Practice Guide
Jobs for the Future & the National Council for Workforce Education (U.S.). (2010).
Boston, MA: Jobs for the Future; Bellingham, Wash: National Council for Workforce Education
http://www.jff.org/sites/default/files/publications/BT_Documentation_June7.pdf

This practice guide is designed for practitioners who want to connect adults who have limited reading and math skills with postsecondary credentials leading to jobs paying family-supporting wages. It compiles practices developed and implemented by community colleges in the national *Breaking Through* initiative. [Courtesy of Jobs for the Future]

Changing the Way We Teach Math. A Manual for Teaching Basic Math to Adults
Nonesuch, K. (2006).
Duncan, British Columbia, Canada: Malaspina University-College
http://whatcomliteracy.org/wp-content/uploads/2015/09/mathman.pdf

Changing the Way We Teach Math is a manual for adult basic education (ABE) math instructors who are interested in changing their teaching practice to bring it more in line with recommendations from the research literature on teaching numeracy to adults.

Educational Testing Service (ETS) Policy Notes
ETS Policy Information Center. (2016).
ETS policy notes: News from the ETS Policy Information Center.
Princeton, NJ: Educational Testing Service
https://www.ets.org/research/perc/pic/newsletter/

Policy Notes is a periodical newsletter that contains research results relating to education policy. This page contains links to the individual editions.

Getting Ready: An Orientation to Adult Education
New York State Education Department, Adult Career and Continuing Education Services, n.d.
Albany, NY: New York State Education Department.
http://mnabe.org/sites/default/files/10_GettingReady-AE.pdf

This handbook has been developed to provide new instructors with an overview of adult education and an introduction to strategies, processes, and methods for providing effective instruction.

Guidelines for Good Adult Literacy Work
National Adult Literacy Agency (Great Britain). (2012).
Dublin, Ireland: National Adult Literacy Agency.
https://www.nala.ie/sites/default/files/publications/nala_guidelines_for_good_adult_literacy_work.pdf

This publication provides a clear expression of what adult literacy work is about and where it originated. It also aims to establish the right to develop literacy skills as a fundamental human right for adults who wish to improve their literacy and numeracy.

How To Kit – Literacy Games for Adults
The NWT Literacy Council (Canada). n.d.
Yellowknife, Northwest Territories, Canada: NWT Literacy Council
http://www.nwtliteracy.ca/resources/famlit/howtokit/games/games.pdf

The kit contains a variety of literacy games for adults, and supporting materials including ideas on how to adapt activities to create more games.

Integrating Career Awareness into the Adult Basic Education (ABE) & English for Speakers of Other Languages (ESOL) Classroom
Oesch, M., Bower, C., National College Transition Network & System for Adult Basic Education Support. (2009).
Boston, MA: National College Transition Network.
http://www.collegetransition.org/docs/ICAcurriculumguide.pdf

The goal of the curriculum is to encourage all students, at all levels, to begin thinking about and articulating short and long-term career, educational and life goals. It provides classroom-ready, flexible lessons, handouts, and online resources to prepare instructors and counselors to guide students through a supportive, realistic career awareness and planning process that encourages students to identify and tap their often unspoken dreams.

Learning to Think, Learning to Learn: What The Science Of Thinking and Learning Has To Offer Adult Education
Cromley, J., National Institute for Literacy (U.S.), & Literacy Leader Fellowship Program (U.S.). (2000).
Washington, DC: National Institute for Literacy.
http://literacynet.org/lincs/resources/cromley_report.pdf

This book is based on the idea that teaching means teaching students to think. It assumes that teaching is not just about communicating facts or mechanical skills like math rules (of course, you must have facts in order to learn), but is a process of coming to understand the world.

Making it Worth the Stay: Findings from the New England Adult Learner Persistence Project
Nash, A., Kallenbach, S., New England Literacy Resource Center, World Education (U.S.). (2009)
Boston, MA: New England Literacy Resource Center
http://www.nelrc.org/persist/report09.pdf

This report details persistence strategies and their outcomes by the four categories that roughly correspond to students' phases of participation in the program: 1) Intake and orientation; 2) Instruction; 3) Counseling and peer support; or 4) Re-engagement.

Montana Workforce Informer Mock Job Interview Activity
Research and Analysis Bureau. n.d.
Helena, MT: Montana Department of Labor and Industry
https://www.yumpu.com/en/document/view/11389563/mock-interview-activityindd-montana-workforce-informer

This interview activity will help students understand common behaviors and skills that will help them be successful at getting a job, communicating ideas and thoughts, and in life itself.

Teaching Adults to Read
Curtis, M. E., Kruidenier, J. R., & National Institute for Literacy (U.S.). (2005).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/teach_adults.pdf

This Partnership for Reading publication describes reading strategies proven to work by the most rigorous scientific research available.

Understanding What Reading Is All About
National Center for the Study of Adult Learning and Literacy (U.S.). (2009).
Boston, MA: NCSALL.
http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf

This guide is for teachers of adult basic education learners who read at a 0-6 grade reading level. It offers a set of 13 lessons designed to help learners understand the components of reading that are part of becoming a more fluent reader, and to guide them as they work with the teacher to set their own goals for reading.

Uses of Technology in the Instruction of Adult English Language Learners
Moore, S.C.K. & Center for Applied Linguistics (U.S.). (2005).
Washington, DC: Center for Applied Linguistics.
http://www.cal.org/caelanetwork/pdfs/UsesofTechnologyFinalWeb.pdf

This brief is written for teachers, program administrators, education researchers, and policy makers to provide information on how technology can be used in the instruction of adult English language learners to facilitate their acquisition of English.

Using Free Online Instructional Videos with Adult Learners
Rosen, D. (2013, March 7).
https://davidjrosen.wordpress.com/2013/03/07/using-free-online-instructional-videos-with-adult-learners/

David Rosen blog entry on using Free Online Instructional Videos with Adult Learners

Working From Strengths: Venturing Towards Strength-Based Adult Education
Waterhouse, P., Virgona, C., Wilson, L., & National Centre for Vocational Education Research (Australia). (2008).
Adelaide, S. Australia: NCVER.
https://www.ncver.edu.au/__data/assets/file/0024/5586/nl05005.pdf

This practitioner resource has been developed to introduce adult literacy educators to the principles of strength-based practice. Strength-based practice is a technique that concentrates on the strengths, capacities and aspirations of individuals and uses these as a catalyst for positive change and growth.

Assessment

Discover Test of Adult Basic Education (TABE) 9&10
CTB/McGraw-Hill (U.S.). (2008).
Monterey, CA: CTB/McGraw-Hill
https://www.slcc.edu/sat/docs/testing-discover-tabe-info.pdf

This informational booklet on Test of Adult Basic Education (TABE) 9&10 describes how the TABE is used to measure achievement of basic skills commonly found in adult basic education curricula taught in high school and adult instructional programs. Booklet must be downloaded and can be viewed or saved for later viewing.

Test of Adult Basic Education (TABE) Complete Language Assessment System—English
CTB/Data Recognition Corporation (U.S.). (2016).
Monterey, CA: CTB/Data Recognition Corporation
https://www.ctb.com/ctb.com/control/openFileShowAction?mediaId=869

This resource is an informational booklet on Test of Adult Basic Education (TABE) Complete Language Assessment System—English. Developed by the research and assessment professionals at McGraw-Hill Education CTB, TABE Complete Language Assessment System—English provides teachers with accurate, reliable evaluations of adult students' English language skills.

Children

The Changing Child Population of the United States Analysis of Data from the 2010 Census
William P. O'Hare. (2011).
Annie E. Casey Foundation.
http://www.aecf.org/m/resourcedoc/AECF-ChangingChildPopulation-2011-Full.pdf

This report provides an overview of changes in the U.S. child population based on the first data released from the 2010 census.

Helping Your Child Through Early Adolescence
United States. (2005).
Washington, DC: U.S. Dept. of Education, Office of Communications and Outreach.
http://www2.ed.gov/parents/academic/help/adolescence/adolescence.pdf

This booklet provides parents with the latest research and practical information that can help children both at home and in school.

Helping Your Child With Homework
United States. (2005).
Washington, DC: U.S. Dept. of Education, Office of Communications and Outreach.
http://www2.ed.gov/parents/academic/help/homework/homework.pdf

This booklet helps answer questions that parents, family members and others who care for children in elementary and middle school often ask about homework. The booklet also includes practical ideas for helping children to complete homework assignments successfully.

Citizenship

A Guide To Naturalization
United States. (2016).
Washington, DC: U.S. Dept. of Justice, Immigration and Naturalization Service.
http://www.uscis.gov/sites/default/files/files/article/M-476.pdf

This guide provides consistent information to people interested in naturalization. It is written mainly for people 18 years or older who want to become citizens.

Adult Learning Resource Center (ALRC) Citizenship Resource Guide
Adult Learning Resource Center (U.S.). (2015).
Arlington Heights, IL: Adult Learning Resource Center
http://www.thecenterweb.org/alrc/citizenship/citizenship_resource_list.pdf

This is a resource list developed by the ALRC that contains materials that may be of use to citizenship teachers and tutors.

Center for Adult English Language Acquisition (CAELA) English Literacy and Civics Education
Moore, S.C.K. & Center for Applied Linguistics (U.S.). (2006).
Washington, DC: Center for Applied Linguistics.
http://www.cal.org/caela/esl_resources/briefs/EnglishLit_Civics2.pdf

This brief offers information about resettlement in the United States.

Coalition of Limited English Speaking Elderly English as a Second Language (ESL) Civics Curriculum
Coalition of Limited English Speaking Elderly. (2016, August 19).
http://clese.org/elder-programs/bright-ideas/esl-curriculum/

This is an English as a Second language-civics curriculum designed for very beginning ESL learners.

Welcome to the United States: A Guide for New Immigrants
U.S. Citizenship and Immigration Services. (2010).
Washington, DC: U.S. Dept. of Homeland Security, U.S. Citizenship and Immigration Services.
http://www.uscis.gov/sites/default/files/files/nativedocuments/M-618.pdf

This guide contains basic information on settlement in the United States and family needs for everyday life. It also summarizes important information about legal status and agencies and organizations that provide documents or essential services.

Welcome to the United States Guidebook
Center for Applied Linguistics. (2012).
Washington, DC: The Center.
http://www.culturalorientation.net/content/download/2185/12569/version/1/file/2012-English-Welcome_Guide.pdf

This guidebook helps immigrants prepare for their first few months in the United States. It tells what to expect regarding finding a place to live, meeting Americans, how to look for work, and adjust to American culture and society.

English As A Second Language (ESL)

A Toolkit for English as a Second Language (ESL) Practitioners: Supporting Skilled Immigrants
Rymniak, M. & Global Talent Bridge (U.S.). (2011).
New York, NY: Global Talent Bridge - An Initiative of World Education Services.
http://www.globaltalentbridge.org/toolkit/pdf/SupportingSkilledImmigrantsToolkit.pdf

The toolkit addresses the challenges of properly serving this population and introduces solutions to some of the most pressing problems this group experiences. It presents the various barriers facing skilled immigrants as they seek to integrate into academic and professional settings in the U.S. and identifies key challenges that educators face when working with highly-skilled students in mixed classroom settings. It introduces best practices from the field and a directory of successful programs dedicated to serving the needs of skilled immigrants.

Adult English Language Learners with Limited Literacy
Bigelow, M., Schwarz, R. L., & National Institute for Literacy. (2010).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/ELLpaper2010.pdf

This paper reviews a variety of research, including that on language acquisition, literacy development in adults and children, cognition and brain functioning, adult education, and professional development.

Excellence in the English for Speakers of Other Languages (ESOL) Classroom
http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-4-%28december-2008%29/excellence-in-the-esol-classroom
Al-Seghayer, K. (2016, August 19).

This article offers a discussion of effective classroom strategies in the field of English language instruction.

Illinois English as a Second language (ESL) Content Standards
Illinois Community College Board. (2016, August 19).
http://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/Content%20Standards_Final%20Version.pdf

The Illinois English as a Second Language Content Standards define what adult English Language Learners (ELLs) should know and be able to do as a result of ESL instruction at specific levels.

Integrating Career Awareness into the Adult basic Education (ABE) & English for Speakers of Other Languages (ESOL) Classroom
Oesch, M., Bower, C., National College Transition Network., & System for Adult Basic Education Support. (2009).
Boston, MA: National College Transition Network.
http://www.collegetransition.org/docs/ICAcurriculumguide.pdf

Designed to be used by teachers and counselors in Adult Secondary Education (ASE), Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), and College transition programs, this curriculum helps students understand and act on the critical link between education and careers---thinking about and articulating short and
long-term career, educational and life goals.

Integrating Workplace Skills in English as a Second Language (ESL) Classes
http://www.quia.com/files/quia/users/donnapm/HOAdultLevelCATESOL201105-05-11.pdf
Magy, R., Price, D. (2016, August 19).

This is a lesson plan for integrating workplace skills into ESL classes. It was shared at a TESOL presentation by two experienced ESL instructors.

Family Literacy

2007 Florida Dept. of Education Family Literacy Resource Guide
Florida. (2007).
http://www.floridaliteracy.org/Resourceguide07.pdf

This is an all-in-one resource guide on family literacy and resources available to literacy programs.

The Effect of Family Literacy Interventions On Children's Acquisition of Reading
Sénéchal, M., & National Center for Family Literacy (U.S.). (2006).
Portsmouth, NH: National Center for Family Literacy, Nation Institute for Literacy.
https://lincs.ed.gov/publications/pdf/lit_interventions.pdf

This report describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. The goal was to review the scientific literature on parent involvement in the acquisition of literacy from kindergarten to grade 3.

Family Literacy: A Catalog of Literature 1995-2007
National Center For Family Literacy. (2009).
Louisville, KY: National Center For Family Literacy.
http://familieslearning.org/blog/wp-content/uploads/2010/09/NCFL-Lit-Review.pdf

The National Center for Family Literacy conducted a comprehensive review of family literacy literature with a number of goals in mind. The content was selected based on identifying what works with which populations, the challenges and issues confronted in implementing high-quality services, potential cost benefits, policy decisions that have yielded positive results, and prospective best practices.

Family Literacy Work-Related Lesson Plans
Community Action Southwest Even Start. (2011)
Washington, PA: Community Action Southwest Even Start.
https://ed.psu.edu/goodling-institute/family-literacy-resources/family-literacy-work-related-lesson-plans

This resource contains lesson plans designed to help learners develop and strengthen the work-based foundation skills identified in the Foundation Skills Framework.

Goodling Institute for Research in Family Literacy Practitioner's Guides
Goodling Institute for Research in Family Literacy. (2016, August 19).
http://ed.psu.edu/goodling-institute/professional-development/practitioner-guides

This website contains a list of guides on various aspects of family literacy programs.

Healthy Family Home Starter Kit
YMCA. (2008)
Chicago, IL: YMCA.
http://activatetucson.org/fileCore/healthy-family-home-starter-kit.pdf

The *Healthy Family Home Starter Kit* helps improve the home environment and jumpstart healthy habits that will lead to a healthier way of living. The kit will support and encourage the whole family in making nurturing, wholesome choices throughout each day.

Investing in Children and Parents: Fostering Dual – Generation Strategies in the United States
King, C., Smith, T., Glover, R., Ray Marshall Center for the Study of Human Resources. (2011).
Austin, Texas: Ray Marshall Center for the Study of Human Resources
Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin.
http://raymarshallcenter.org/files/2011/04/APPAM_2011_King_Smith_Glover_Paper2504.pdf

This paper focuses on fostering dual-generation investment strategies.

On Our Way: Educational Toolkit for Families
National Center For Family Literacy. (2011).
Louisville, KY: National Center For Family Literacy.
https://www.metlife.com/assets/cao/foundation/OnOurWay.pdf

This toolkit is a set of resources to support the educational aspirations of Latino families and prepare them for entering and completing postsecondary education. It helps to address the aspirations Latino parents have for their children to attend college by developing the knowledge and abilities that parents need in order to support their children in reaching their goals.

P.A.R.E.N.T.S.- Parental Adults Reading, Encouraging, Nurturing, Teaching, Supporting Curriculum Guide
Curtis, J., & California State Library. (2005).
Sacramento, CA: California State Library Foundation.
http://libraryliteracy.org/learners/parents_guide/index.html

The P.A.R.E.N.T.S. Curriculum Guide directly addresses those adults who are developing their own learning skills while they are in the process of modeling those skills for their children. For libraries, adult schools, Head Starts, Even Starts, and other literacy providers and social programs, the P.A.R.E.N.T.S. Program Guide offers a useful model for interrupting the cycle of low literacy.

Shining Stars: Toddlers Get Ready to Read
https://lincs.ed.gov/publications/pdf/ShiningStarsToddlers.pdf

Shining Stars: Preschoolers Get Ready To Read
https://lincs.ed.gov/publications/pdf/ShiningStarsPreschool.pdf

Shining Stars: Kindergartners Learn to Read
https://lincs.ed.gov/publications/pdf/Shining_Stars_Kindergarten.pdf

Shining Stars: First Graders Learn To Read
https://lincs.ed.gov/publications/pdf/Shining_Stars_First_Grader.pdf

Shining Stars: Second & Third Graders Learn To Read
https://lincs.ed.gov/publications/pdf/Shining_Stars_Second_Third_Grader.pdf

Goldman, E., Adler, C. R., National Institute for Literacy (U.S.), & RMC Research Corporation. (2006). Washington, DC: National Institute for Literacy.

These booklets offer parents ideas on how to help a young child get ready to read.

Using Computers in Family Literacy Programs
National Center for Family Literacy (U.S.). (2003).
Louisville, KY: National Center for Family Literacy.
http://familieslearning.org/pdf/using-computers.pdf

A guide for incorporating computers into children's education, parent & child together time, and adult education.

Financial Literacy

Federal Deposit Insurance Corporation (FDIC) Money Smart - A Financial Education Program
Federal Deposit Insurance Corporation. (2008).
Washington, DC: Federal Deposit Insurance Corp
https://www.fdic.gov/consumers/consumer/moneysmart/mscbi/mscbi.html

The newly enhanced Money Smart Computer-Based Instruction is an easy-to-use tool to learn more about basic personal financial management. It can complement formal classes by providing learning assignments that users can complete at their own pace.

Financial Resources and Economic Education - F.R.E.E. a workbook for English Language Learners
National Endowment for Financial Education. (2004)
Denver, CO: National Endowment for Financial Education.
http://www.proliteracyednet.org/downloads/560FREEUnit_1.pdf
Teacher's Guide http://www.proliteracyednet.org/downloads/558FREETeachersGuide.pdf

This workbook is designed to help immigrants gain control over their own finances while improving their English language skills.

Investment Guide for Illinois Consumers
Illinois. (2015).
Springfield, IL: Illinois Securities Dept.
http://cyberdriveillinois.com/publications/pdf_publications/sec_pub9.pdf

This guide outlines investment options, tips on selecting a broker or investment adviser and the warning signs of investor fraud.

Money Mechanics: Buying a House
Fletcher, C. N., & Iowa State University. (2008).
Ames, IA: Iowa State University, University Extension.
https://store.extension.iastate.edu/Product/pm1460-pdf

This publication explores the advantages and disadvantages of home ownership and the costs that are involved.

Money Talks: An *ESOL Toolkit* for Financial Literacy
The Virginia Adult Learning Resource Center. (2002).
Richmond, VA: The Virginia Adult Learning Resource Center.
http://moneytalks.valrc.org/pdf/Money%20Talks-%20Financial%20Literacy%20for%20ESOL.pdf
Teacher's Guide -- http://moneytalks.valrc.org/pdf/TeachersGuide.pdf

Money Talks is an easy-to-use multi-level multimedia financial literacy toolkit for teachers. Lesson plans, instructional materials, and a teacher's guide are available.

Taking Ownership of the Future: The National Strategy for Financial Literacy
Financial Literacy and Education Commission (U.S.). (2006).
Washington, DC: Financial Literacy and Education Commission.
http://www.treasury.gov/about/organizational-structure/offices/Domestic-Finance/Documents/Strategyeng.pdf

This document represents the first step in the evolutionary process of crafting and refining a framework for a national strategy for improving the financial literacy and education of Americans.

Financial Freedom: A Workbook for Understanding Personal Finance
Florida Council on Economic Education (U.S.). (2011).
Tampa, FL: Florida Council on Economic Education.
http://nelsonecon.weebly.com/uploads/1/3/2/2/13223732/financial_freedom_color_final_-_fcee.pdf
Teacher's Guide -- http://www.fcee.org/wp-content/uploads/2008/01/fftg06.pdf

The book is designed to improve students' financial literacy skills. It can be used as a text or supplement in a financial education class. It is appropriate for use from middle-school to adult education classes.

General Adult Literacy

Federal Adult Education: A Legislative History 1964-2013
Eyre, G., Pawloski, R., & NOVA Research Company. (2013).
Washington, DC: U.S. Department of Education.
http://lincs.ed.gov/publications/pdf/Adult_Ed_History_Report.pdf

This history traces the roots of federal involvement in adult education in order to place federal adult education acts into historical perspective. This history is one of many education resource documents; however, it is the first resource that contains the history of adult education acts from 1964 to 13 years into the new century—2013.

Investigating the Language and Literacy Skills Required for Independent Online Learning
Silver-Pacuilla, H., Reder, S. M., National Institute for Literacy (U.S.), & American Institutes for Research. (2008).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/NIFLOnlineLearningReport.pdf

This report investigates the threshold levels of literacy and language proficiency necessary for adult learners to use the Internet for independent learning.

Locked Up and Locked Out: An Educational Perspective on the U.S. Prison Population
Coley, R. J., Barton, P. E., & Educational Testing Service. (2006).
Princeton, NJ: Policy Evaluation and Research Center, Policy Information Center, Educational Testing Service.
https://www.ets.org/Media/Research/pdf/PIC-LOCKEDUP.pdf

This report provides a broad perspective on the U.S. prison population and offers judgments about the status of prison education programs.

Museums, Libraries, and 21st Century Skills
Semmel, M. L., & Institute of Museum and Library Services (U.S.). (2009).
Washington, DC: Institute of Museum and Library Services.
https://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf

This project underscores the critical role of our nation's museums and libraries in helping citizens build such 21st century skills as information, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy, and global awareness.

National Education Standards: Getting Beneath the Surface
Barton, P. E., & ETS Policy Information Center. (2009).
Princeton, NJ: Policy Information Center, Educational Testing Service.
https://www.ets.org/Media/Research/pdf/PICNATEDSTAND.pdf

This report will discuss issues involved in the debate over whether the United States should have national education standards, what must be considered in creating such standards, what problems must be addressed, and what trade-offs might be required among conflicting objectives.

Organization for Economic Co-operation and Development (OECD) Skills Outlook 2013
Organization for Economic Co-operation and Development. (2016, August 19).
http://www.oecd-ilibrary.org/education/oecd-skills-outlook-2013/overview_9789264204256-4-en

The Survey of Adult Skills (PIAAC) was designed to provide insights into the availability of some of these key skills such as occupation skills along with information processing skills and various "generic" skills, including interpersonal communication, self-management, the ability to learn, and how they are used at work and at home. It directly measures proficiency in several information-processing skills, namely literacy, numeracy and problem solving in technology-rich environments.

Parsing the Achievement Gap II
Barton, P. E., Coley, R. J., & ETS Policy Information Center. (2009).
Princeton, NJ: Policy Information Center, Educational Testing Service.
https://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf

The initial report dealt with gaps in academic achievement and why they existed. This follow-up report, which brings the synthesis of the research up to date, asks and answers a third question: Have these gaps in experiences and life conditions that mirror the achievement gap narrowed, widened, or stayed the same since the earlier report was published?

Skills Matter: Further Results from the Survey of Adult Skills
Organization for Economic Co-operation and Development. (2016).
Paris: OECD Publishing
http://www.oecd-ilibrary.org/education/skills-matter_9789264258051-en

Skills Matter includes results and key findings of the Survey of Adults Skills conducted by PIAAC.

Simply Put: A Guide For Creating Easy-To-Understand Materials
Centers for Disease Control and Prevention (U.S.). (2010).
Atlanta, GA: Strategic and Proactive Communication Branch, Division of Communication Services, Office of the Associate Director for Communication, Centers for Disease Control and Prevention.
http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf

Simply Put helps transform complicated scientific and technical information into communication materials audiences can relate to and understand. The guide provides practical ways to organize information and use language and visuals.

Social Inequalities in Cognitive Scores at Age 16: The Role of Reading
Sullivan, A., & Brown, M. (2013).
http://discovery.ucl.ac.uk/1473708/

This paper examines socio-economic inequalities in cognitive test scores at age 16 for a nationally representative cohort of people born in Britain in 1970 (the 1970 British Cohort Study). At age 16, the respondents took tests in vocabulary, spelling and mathematics. This allows exploration of whether inequalities due to social background are similar across the three domains of vocabulary, spelling and mathematics, or whether they differ and to what extent these inequalities are accounted for by family material and cultural resources, as well as by children's own reading.

Tips for Helping Students Recovering from Traumatic Events
United States. (2005).
Washington, DC: U.S. Dept. of Education.
http://www2.ed.gov/parents/academic/help/recovering/index.html?exp=0

This brochure, based on discussions with three dozen experts, provides practical information for parents and students who are coping with the aftermath of a natural disaster, as well as teachers, coaches, school administrators and others who are helping those affected. Although the focus is on natural disasters, these tips may apply to other traumas students may experience.

Learners with Disabilities

African American Adolescents and Adults with Learning Disabilities: An Overview of Assessment Issues
Gregg, N., Curtis, R. S., Schmidt, S. F., & Educational Resources Information Center (U.S.). (1996).
Athens, GA: University of Georgia/Roosevelt Warm Springs Institute for Rehabilitation, Learning Disabilities Research and Training Center.
http://files.eric.ed.gov/fulltext/ED415629.pdf

This booklet presents results from four survey questions asked of the audience and papers presented at a 1995 teleconference on assessment issues with African American adolescents and adults with learning disabilities.

EMPIRE STATE SCREEN: Learning Needs Screen for Spanish Speaking Adults
Abwender,D. (2005).
Latham, NY: Learning Disabilities Association of New York State
http://www.ldanys.org/images/uploads/misc/1317565263_EMPIRE%20STATE%20SCREEN%20description%20and%20summary%20draft%20B.pdf
Frequently Asked Questions -
http://www.ldanys.org/images/uploads/misc/1317565255_EMPIRE%20SSTATE%20SCREENN%20questions%20&%20annswers.pdf

The Empire State Screen is a brief assessment tool designed to help identify Spanish speaking adults with certain developmental cognitive disabilities that could be expected to interfere with a person's ability to, for example, obtain or hold a job. It consists of a series of questions, mostly about personal and educational history, that can be asked by any one, such as a case worker, who is fluent in Spanish. Most of the questions can be answered with "yes" or "no."

Guidelines for Serving Students with Learning Disabilities and Other Special Learning Needs Enrolled in Adult Education and Family Literacy Programs In Illinois
Adult and Family Literacy Division, Illinois Community College Board. (2006).
Springfield, IL: Adult and Family Literacy Division, Illinois Community College Board.
http://www.iccb.org/iccb/wp-content/pdfs/adulted/LD%20Guidelines%20Complete.pdf

These guidelines are published by the Illinois Community College Board Adult and Family Literacy Division for serving students with special learning needs.

Illinois Resources for Learning Disabilities
Family Resource Center on Disabilities. (2016, August 22).
https://frcd.org/disability-resource-links/

Family Matters Parent Training & Information Center. (2016, August 22).
http://www.fmptic.org/resources/related-links

The organizations listed are Illinois-centric, and focus on specific disabilities, disability rights, and resources.

Learning Disabilities Association of America Resources on Teaching and Learning
Learning Disabilities Association of America. (2016, August 22).
http://ldaamerica.org/resources/resources-on-teaching-learning/

The resources listed provide a selection of websites with the latest information on teaching and learning.

Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities
Taymans, J., & National Institute for Literacy. (2010).
https://lincs.ed.gov/publications/pdf/L2AProfessionalGuide_final.pdf

This document is both a companion guide to the training (*Learning To Achieve: A Research-Based Training on Serving Adults with Learning Disabilities*) and a standalone resource for professionals who work with adults with learning disabilities and have not taken the training.

Learning to Achieve: A Review of the Research Literature on Serving Adults With Learning Disabilities
Taymans, J. M., & National Institute for Literacy (U.S.). (2009).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf

The six topics covered in the review--assessment, English language learners, accommodations, teaching methods, transition, and impact of learning disabilities (LD)--address needs and issues consistently raised by service providers working in the field.

Learning to Achieve: Workforce Literature Review
Tilson, G., Hathaway, S., & National Institute for Literacy (U.S.). (2010).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/L2AWorkforceLitReview2010.pdf

This document reviews research literature on employment experiences and outcomes for youth and adults with learning disabilities.

Mini-Grant: English Language Learners (ELL) and Learning Disabilities Research and Teaching Strategies
Letendre, R., & New Hampshire Adult Education (2009).
Concord, NH: New Hampshire Bureau of Adult Education.
http://nhadulted.org/grants/E27_ELL_and_LD.pdf

A booklet presenting research surrounding adults who are learning English and the question of identifying a student with a learning disability along with appropriate teaching strategies.

National Association for Adults with Special Learning Needs
(2016, August 22).
http://naasln.org/

The website of the National Association for Adults with Special Learning Needs (NAASLN) offers members a centralized hub of information, professional development, technical assistance, communication on issues and trends, and advocacy initiatives on behalf of adults with special learning needs.

A Parent's Guide to Response to Intervention
Cortiella, C. (2006).
New York: National Center for Learning Disabilities.
http://www.cds.hawaii.edu/rti/downloads/resources/pdf/RTI_ParentGuide.pdf

The National Center for Learning Disabilities' RTI (Response To Intervention) Action Network has developed this guide for parents and schools involved in implementing RTI in the elementary grades.

The State of Learning Disabilities 2014
National Center for Learning Disabilities (NCLD) (2014)
http://www.ncld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf

The comprehensive report on the status of individuals with learning disabilities provides a data-based perspective of learning disabilities in the context of education reform.

What Parents of Students with Disabilities Need to Know and Do
Cortiella, C. (2006).
Minneapolis, MN: National Center on Education Outcomes.
https://nceo.umn.edu/docs/OnlinePubs/Parents.pdf

This report provides detailed explanations of the requirements of NCLB (No Child Left Behind) and IDEA (Individuals with Disabilities Education Act). It is important to become familiar with the ways the two laws have been positioned to work together to improve academic achievement of students with disabilities.

Parenting

A Child Becomes a Reader
Armbruster, B. B., Lehr, F., Osborn, J., National Institute for Literacy (U.S.), & RMC Research Corporation. (2003). Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/readingk-3.pdf

This booklet contains a short summary of what scientific research says about how children learn to read and write, things you can do with your child at three different grade levels--kindergarten, first, second, and third grade--to help them become a reader, as well as what to look for in quality reading instruction at each grade level. Finally, it contains ideas for books to read and organizations to contact if you would like more help or information.

Child Welfare Information Gateway Parent Education
Child Welfare Information Gateway (U.S.), United States, Federal Depository Library Program, & United States. (2008).
http://nyspep.org/files/1013/9662/1012/parent_ed.pdf

This bulletin provides an overview of research regarding some key characteristics and training strategies of successful parent education programs. Information about selected evidence-based and evidence-informed parent education programs, including a list of organizations where the program is mentioned, is also provided.

Eat, Play, Grow! Creative Activities for a Healthy Start
U.S. Department of Health and Human Services, National Institutes of Health (U.S.). (2013).
Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health.
https://www.nhlbi.nih.gov/health/educational/wecan/downloads/eatplaygrow.pdf

An 11-lesson curriculum for children ages 6 and younger and their adult caregivers. This curriculum combines the latest science and research from the National Institutes of Health (NIH) with the Children's Museum of Manhattan's holistic arts and literacy-based pedagogy to engage families and adults who work with young children with creative programs and consistent health messages in informal and formal learning environments.

How To Talk With Your Kids About Drinking
Anheuser-Busch Companies, Inc. (2009).
St. Louis, MO: Anheuser-Busch Companies, Inc.
http://www.ab-inbev.de/fileadmin/pdf/AB-InBev-Family-Talk-EN.pdf

A booklet designed to help prevent underage drinking by encouraging open, honest communication between parents and children about this important subject.

Parent Power: Build the Bridge to Success
United States. (2010).
Washington, DC: U.S. Dept. of Education, Office of Communications and Outreach.
https://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf

A guide on how parents, guardians or caregivers can help children by connecting with their school to find out what's needed to ensure success, and how that goal can be reached.

Parent Training Programs: Insight for Practitioners
National Center for Injury Prevention and Control (U.S.). (2009).
Atlanta, GA: U.S. Dept. of Health and Human Services, Centers for Disease Control and Prevention, Coordinating Center for Environmental Health and Injury Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention.
http://www.cdc.gov/violenceprevention/pdf/parent_training_brief-a.pdf

The Centers for Disease Control and Prevention (CDC) conducted research and analyses to guide practitioners in making evidence-based program decisions. A meta-analysis of research literature on training programs for parents with children ages 0 to 7 years old was conducted by CDC behavioral scientists. This document presents a summary of their findings.

Put Reading First: Helping Your Child Learn to Read
National Institute for Literacy (U.S.). (2001).
Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.
https://lincs.ed.gov/publications/pdf/PRFbrochure.pdf

This brochure describes what a quality reading program should look like at school and how you can support that program through activities with your children.

Raising Young Children in a New Country: Supporting Early Learning and Healthy Development
National Center on Cultural and Linguistic Responsiveness and by Bridging Refugee Youth and Children's Services (U.S.). (2007).
Washington, DC: U.S. Department of Health & Human Services, Administration for Children and Families, Office of Head Start
http://www.brycs.org/documents/upload/handbook-supporting-early-learning-and-healthy-development.pdf

This booklet was created for agencies serving refugees and immigrants in order to support their efforts to ensure that newcomer parents have the basic information they need about U.S. laws and parenting practices. Although newcomers may find the booklet useful by itself, it is primarily intended for case managers and other service providers to use together with their refugee and immigrant clients.

Reading Basics: A Parent's Guide
Schwab Learning. (2003).
San Mateo, CA: Schwab Learning.
https://www.fsd79.org/cms/lib/IL01001571/Centricity/Domain/512/EGuide_ReadingBasics.pdf

This collection includes articles and expert interviews written especially for SchwabLearning.org, along with suggested resources on this topic.

Winning Ways to Talk with Young Children
Washington (State). (1992).
Olympia, WA: Children's Administration, Office of Child Care Policy, Washington State Dept. of Social & Health Services
https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/22-649.pdf
Spanish version: https://www.dshs.wa.gov/sites/default/files/SESA/publications/documents/22-649SP.pdf

This booklet shows by example how to begin talking and listening to children with feeling. It suggests ways to channel words and feelings that will be heard, but not hurtful.

Teaching Resources

Connected Teaching and Personalized Learning: Implications of the National Education Technology Plan (NETP) for Adult Education
Russell, M., Lippincott, J., Getman, J., American Institutes for Research (U.S.). (2013). Washington, DC: American Institutes for Research.
http://lincs.ed.gov/publications/pdf/ImplicationsNTEP_AdultEd.pdf

This report discusses the realizable implications of the National Education Technology Plan (NETP) specifically for adult education and prioritizes the implementation of policy and practice recommendations for maximizing the potential of technology in adult education, given existing resources.

Cooper Screening of Information Processing
Cooper, R. (1992).
Bryn Mawr, PA: Center for Alternative Learning.
http://www.learningdifferences.com/Main%20Page/C-SIP/C-SIP-CompleteShortForm.htm

This screening was developed by Dr. Richard Cooper in 1992. It is not meant to be a standardized test, but rather a diagnostic teaching instrument.

Hot Potatoes, Version 6.3
Humanities Computing and Media Centre, University of Victoria, Victoria, British Columbia, Canada (2016, August 22)
http://hotpot.uvic.ca/index.php

The Hot Potatoes is a suite of six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is freeware, and you may use it for any purpose or project you like.

Investigating the Language and Literacy Skills Required for Independent Online Learning
Silver-Pacuilla, H., Reder, S. M., National Institute for Literacy (U.S.), & American Institutes for Research. (2008).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/NIFLOnlineLearningReport.pdf

This report captures a panoramic view of the interaction of language and literacy proficiency levels and online learning participation among adults with low literacy and low English proficiency.

A Primer for New Adult Educators
New Hampshire Bureau of Adult Education. (2016, August 22).
Concord, NH: New Hampshire Bureau of Adult Education.
http://www.nhadulted.org/educators/resources/primer-for-new-staff.pdf

A primer for new staff members on adult literacy from the New Hampshire Adult Education System.

Student Achievement in Reading (STAR) Study Circles Facilitator Guide
Department of Education's Office of Career, Technical, and Adult Education. (U.S.). (2006).
Washington, DC: Department of Education's Office of Career, Technical, and Adult Education.
http://www.startoolkit.org/assets/files/STAR_Facilitator.pdf

This guide provides all the information needed to plan and administer Study Circles on the topics of professional development, diagnostic assessment, supports for classroom teachers, and managed enrollment. Each section of this guide provides an outline of key steps involved in preparing to launch a STAR Study Circle.

Web-Based Curriculum Resources for Career Academies
Career Academy Support Network. (2010)
Berkeley, CA: Graduate School of Education, University of California, Berkeley
http://casn.berkeley.edu/resource_files/web_based_curriculum_resource_guide_4_15_1010-07-08-10-05-08.pdf

This guide is intended to serve as a collection of some of the most relevant and useful websites that will help educators working in a career academy.

Web-Based Visual Aids
Satin, D. (2009).
Syracuse, NY: ProLiteracy
http://www.proliteracyednet.org/downloads/207visualaids.pdf

A collection of Web sites that include photos and other graphics that instructors can download for use with students or that students can interact with online. All content is free.

Teaching Adults: Free Math Resources & Correlations
New Readers Press (2016, November 22).
http://www.newreaderspress.com/teaching-adults-math-resource-book

A collection of free videos on teaching basic math, math for ABE students, and math for ASE students. Click on Free Resources & Correlations or scroll down the page for the videos.

Volunteers

Measuring the Difference Volunteers Make: A Guide to Outcome Evaluation for Volunteer Program Managers
Minnesota. (1997).
St. Paul, MN: Minnesota Dept. of Human Services.
http://www.volunteertoday.com/PDF/Measuring_the_Difference.pdf

This publication presents a basic, practical approach to beginning a process of volunteer outcome and impact evaluation. Its purpose is to provide practitioners with the tools to understand and the confidence to evaluate your program and volunteers on the difference they made in people's lives and in the greater community.

Successful Strategies for Recruiting, Training, and Utilizing Volunteers
Center for Substance Abuse Treatment (U.S.). (2005).
Rockville, MD: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment.
http://www.samhsa.gov/sites/default/files/volunteer_handbook.pdf

A guidance handbook designed for community groups and faith-based organizations seeking to maximize the skills of their volunteers, expand their services to the community, and enhance their effectiveness.

Volunteer Involvement in California Libraries: "Best Practices"
Lehn, C. C., & California State Library. (1999).
Sacramento, CA: California State Library.
http://www.library.ca.gov/lds/getinvolved/docs/F-resources/VolunteerInvolvementInCaliforniaLibraries-BestPractices.pdf

This book presents a body of research and best practices shared by professionals in the field of volunteer program management. Also included are actual examples of these strategies employed by California libraries. While centered around volunteers in a library setting, the ideas can easily be transposed to adult volunteer literacy programs.

Volunteer Management Training - A Manual for Adult Basic Education Programs for Developing Best Practices for a Successful Volunteer Program
Polk, C., South Berkshire Educational Collaborative. (2006).
Great Barrington, MA: South Berkshire Educational Collaborative.
http://www.kyae.ky.gov/NR/rdonlyres/7D6EA62C-BB7A-4E57-B6F4-BAB39438204F/0/volunteermanagementtraining.pdf

This training manual was developed in response to an expressed need from many volunteer coordinators who wanted to improve the quality of their volunteer services. It also aids in networking with other practitioners in the field who face the same challenges and develop resources for similar purposes.

Workplace Literacy

21st Century Skills for 21st Century Jobs
Stuart, L., Dahm, E., & United States. (1999).
Washington, DC: For sale by U.S. G.P.O., Supt. of Docs.
http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1153&context=key_workplace

A report from the Department of Commerce on skills that will be needed for 21st century jobs. Chief among these are education of the workforce along with literacy. The report also discusses the need for partners to achieve a higher amount of workforce education.

Adult Literacy Development and Economic Growth
Reder, S., & National Institute for Literacy. (2010).
Washington, DC: National Institute for Literacy.
https://lincs.ed.gov/publications/pdf/AdultLiteracyDevEcoGrowth.pdf

This paper describes the design and methodology of the Longitudinal Study of Adult Literacy (LSAL) and presents the key findings from LSAL about individuals' literacy growth and about changes in their employment and earnings over the same time.

Business Results Through Essential Skills and Literacy
Canadian Manufacturers & Exporters, Ontario Division & Human Resources and Skills Development Canada. (2009).
Ottawa, Canada: Canadian Manufacturers & Exporters.
http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/doclib/we/we0084_ref6093.pdf

This guidebook is intended to support those who are considering the examination of, and possible investment in, the skill sets of their workforce

Career Quest: Open the Door to Your Future
USA Today. (2006).
McLean, VA: Gannett Co., Inc.
https://wvde.state.wv.us/counselors/documents/CareerGuidanceLesson.pdf

Career Quest is designed to help with career planning. The reader is asked questions about themselves, then to identify areas of ability and interest, establish goals and learn new skills that will hopefully guide them in the workplace. They are also asked to put together a portfolio that will help formulate career choices.

Doing Business Together: Adult Education and Business Partnering to Build a Qualified Workforce
Parker, J., & the Council for Advancement of Adult Literacy. (2011).
New York: Council for Advancement of Adult Literacy.
http://www.caalusa.org/Doing.pdf

This report draws on the experience of 20 states with extensive experience in workforce and workplace education programming. A key element is their successful collaborations with local and state businesses and chambers of commerce.

Skills to Pay the Bills — Mastering Soft Skills for Workplace Success
United States. (2012).
http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf

The activities in this publication were created to provide an introduction to the "basics" of soft skills. These materials have been designed with youth service professionals in mind, specifically those working with in-school and out-of-school youth, ages 14 to 21, on career and workforce readiness skills. The basic foundation for the structure of these activities includes convenience, cost-effectiveness, and creativity.

What You Don't Know Can Hurt You: Literacy's Impact on Workplace Health and Safety
Campbell, A., & Conference Board of Canada. (2010).
Ottawa, Canada: Conference Board of Canada.
http://www.conferenceboard.ca/e-library/abstract.aspx?did=3661

This report summarizes the results of a two-year research project that examined the impact of literacy skills on health and safety in the workplace.

Workforce Investment Act: New Directions for Workforce Education and Training Policy Require a New Approach to Performance Accountability
Ganzglass, E. (2010).
Washington, DC: Center for Law and Social Policy, Inc.
http://www.clasp.org/resources-and-publications/files/Workforce_Investment_Act_Recommendations_for_Shared_Accountability_System.pdf

A report that recommends that significant changes be made in workforce development and adult education programs authorized under the Workforce Investment Act (WIA) so that these programs may become better gateways to the middle-class for low income and other marginalized workers.