

## 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 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](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](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](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](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/ICAcriculumguide.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](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](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://davidrosen.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](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.

### **Autism Spectrum Disorder (ASD)**

#### **Advice from Adults with Autism Spectrum Disorder to Teachers Regarding Literacy Instruction**

Vicker, B. (2007). Advice from adults with autism spectrum disorder to teachers regarding literacy instruction. *The Reporter* 12(1), 16.

<https://www.iidc.indiana.edu/pages/Advice-from-Adults-with-Autism-Spectrum-Disorder-to-Teachers-Regarding-Literacy-Instruction>

This article provides tips from adults on the autism spectrum about what they would like to suggest to teachers to help current students with literacy development.

### **Autism, Literacy, and Libraries**

Akin, L., MacKinney, D., (2004). Autism, Literacy, and Libraries. *Children & Libraries*, 2(2), 35–43.

[https://inclusivelibrariesforchildren.files.wordpress.com/2013/01/2n2\\_akin.pdf](https://inclusivelibrariesforchildren.files.wordpress.com/2013/01/2n2_akin.pdf)

This publication advises librarians on how to best serve children with autism. The authors explain the autism spectrum and provide techniques, programming suggestions, and activities that can be employed to serve children with ASD (Autism Spectrum Disorder).

### **Library Programming for Children on the Autism Spectrum**

Thiem-Manning, A. (2017, January 13).

<http://docs.iflsworld.org/youth/autismprograms.pdf>

Review this PowerPoint presentation for programming advice to help children with autism reap the benefits of reading & libraries. There are recommendations on how to get programming started, how to design it, how to acquire supplies at low cost or free as well as various resources.

### **Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome, and Other Disabilities**

Light, J., McNaughton, D. (2017, January 5).

<http://aacliteracy.psu.edu/index.php/page/show/id/3>

This dynamic website provides guidelines for teaching literacy skills to learners with special needs, especially learners with complex communication needs (CCN) such as Autism Spectrum Disorder (ASD), cerebral palsy, Down syndrome, developmental apraxia, and/or multiple disabilities. Information on what skills to teach, how to teach these skills, and videotaped examples of instruction with learners with special needs are included.

### **Supporting the Literacy Learning of Students with Autism**

Kluth, P. (2017, January 5).

<http://www.paulakluth.com/readings/literacy/supporting-the-literacy-learning-of-students-with-autism>

Author Paula Kluth describes how to make the teaching of literacy skills more inclusive to students with autism so they can learn literacy together with students who don't have the disability. Kluth talks about how teachers must challenge and question school practices that marginalize learners and create communities that encourage all students to teach each other, to showcase talents, take risks, to create, to collaborate, and to see themselves as readers, writers, and thinkers.

### **Why Everyone Benefits From Including Students With Autism in Literacy Classrooms**

Chandler-Olcott, K., Kluth, P. (2009). Why Everyone Benefits From Including Students With Autism in Literacy Classrooms. *The Reading Teacher*, 62(7), 548–557.

<http://www.losbanosusd.org/view/26.pdf>

This article touts the unique gifts and interests that students on the spectrum can bring to a classroom. Their responses can serve as an early warning system for pedagogical problems that are happening in the classroom as a whole.

### **3 Autism Programs that Make Literacy Inclusive for Every Child**

Infiniteach (2017, January 13)

<https://infiniteach.com/autism-literacy-month-library>

This article provides a look at three programs designed to support making public libraries inclusive for children with autism and their families.

## **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](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](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://clease.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](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](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/donnamp/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](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](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](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](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](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](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.

**Title & Table of Contents** <http://www.project-literacy.org/images/f.r.e.e/Title%20&%20TOC.pdf>

**Unit 1** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_1.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_1.pdf)

**Unit 2** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_2.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_2.pdf)

**Unit 3** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_3.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_3.pdf)

**Unit 4** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_4.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_4.pdf)

**Unit 5** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_5.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_5.pdf)

**Unit 6** [http://www.project-literacy.org/images/f.r.e.e/Unit\\_6.pdf](http://www.project-literacy.org/images/f.r.e.e/Unit_6.pdf)

**Teacher's Guide** <http://www.project-literacy.org/images/f.r.e.e/Teacher's%20Guide.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](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](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](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](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](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](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](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%20STATE%20SCREEN%20QUESTIONS%20&%20ANSWERS.pdf](http://www.ldanys.org/images/uploads/misc/1317565255_EMPIRE%20STATE%20SCREEN%20QUESTIONS%20&%20ANSWERS.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.fmptc.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](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://nhadulterd.org/grants/E27\\_ELL\\_and\\_LD.pdf](http://nhadulterd.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](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.nclld.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](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](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](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](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](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](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.

### **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](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](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.

<https://culturalbridging.files.wordpress.com/2014/08/volunteer-management-training.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](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 21<sup>st</sup> 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](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.

### **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://en.copian.ca/library/research/cboc/whatyoudontknow/whatyoudontknow.pdf>

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](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.