

Literacy: How to Begin an Adult Literacy Program at Your Library



**A toolkit with suggestions
and guidelines you can
adapt to fit your community.**

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Definitions of Literacy

The U.S. Department of Education says **Family Literacy** is:

Family literacy services as defined under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998 means "services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) an age-appropriate education to prepare children for success in school and life experiences." The essence of family literacy is that parents are supported as the first teachers of their children. Programs work with individuals as well as with the family unit combining the four components to create a comprehensive program.

The U.S. Department of Education says **Adult Literacy** is:

Ensuring that adults have the literacy skills needed to survive and succeed in the 21st Century requires a comprehensive and preventive approach. First, to serve current needs, adult education programs must be research-based and accountable for results; second, to reduce the future need, accountability and high standards must be brought to schools at every grade level, including high school.

The U.S. Department of Education says **English Literacy (ESL)** is:

English Literacy programs are designed to help individuals of limited English proficiency achieve competence in the English language. Individuals of limited English proficiency are those who have a limited ability in speaking, reading, writing, or understanding the English language; whose native language is a language other than English; or who live in a family or community where a language other than English is the dominant language.

Literacy: How to Begin an Adult Literacy Program at Your Library

Introduction

The National Literacy Act of 1991 defines literacy as “an individual’s ability to read, write, and speak in English, compute and solve problems at a level of proficiency necessary to function on the job and in society, to achieve one’s goals and develop one’s knowledge and potential.”

Libraries are often the entry point for persons seeking literacy services and assistance. If a library does not have a literacy program it would be beneficial to the community for the library to maintain a list of local agencies to be able to provide as referrals.

Many libraries may find it helpful to do a study to determine the need for a literacy program in their community. Information and statistics may be found in published or online census tracts. Local community colleges and workforce offices may also provide statistical information. Additionally, libraries may choose to do their own surveys, which may not only help determine a need for a literacy program but can also provide specific areas of interest. For example: GED, CDL or drivers’ license, read to their children, or be able to apply for a job or seek a better job.

Starting a literacy program is a major undertaking. It requires a strong commitment, operational planning, community support, and resources. We hope this booklet will address the questions you may have and will help guide you through the process of beginning a Literacy Program in your library.

Purpose of a Library Adult Literacy Program

To increase literacy by recruiting and training volunteers to tutor adults in basic reading and writing.

Recruiting Tutors/Volunteers

Literacy programs thrive on volunteers. It is vital to establish a firm foundation at the beginning of a literacy program and then increase your volunteer base as the program grows. Tutors come from many walks of life with different backgrounds and experiences. This diversity is one of the strengths of the literacy program.

Where to find tutors:

- Friends of the Library
- Place article in paper asking for interested people
- Local schools – school teachers
- Retired school teacher organization
- Colleges
- Businesses in the community
- Board members and their contacts
- Friends and relatives
- Local clubs and churches
- Residents of the neighborhood
- Senior citizen groups
- Library users

This is not an exhaustive list and each community may have some unique potential organizations to draw from. Libraries should establish requirements for tutors, which may be developed by the library, or if the library is working in concert with an established literacy agency then their requirements should mirror those of the agency.

Sample requirements for tutors:

- Must be over 18 years old
- Love of reading
- Commitment to the program and the student
- Generous spirit – give of their own time and effort to help someone else

Tutor Training

Training for volunteer tutors is crucial to a literacy program. No matter what the background or educational level of the tutor, literacy programs require specific training be provided. Usually a minimum of 12 hours training is required and must be provided by certified literacy trainers which gear the training to the adult population and tailor the training to meet the needs of the tutors.

Training for volunteer tutors may include all or some of the following topics depending on the focus of the literacy program:

- Introduction to the problem of literacy and orientation to the literacy efforts at the local, state, and national levels.
- Literacy volunteers rights, responsibilities, and role in the literacy program.
- Literacy student/client needs, possible goals, uniqueness. Methods to establish and build rapport; goal setting, learning barriers, and self-esteem building.
- Assessment techniques – ways to detect learning difficulties, possible hearing or vision difficulties.
- Instructional techniques – how to use the training manuals at all levels: beginning, middle and advanced.
- Materials and resources – introduction to materials available to tutors. How to incorporate use of newspapers, driving manuals, or other “real world” items in the training.

On-going training through refresher courses and/or in-service professional development opportunities are also important to maintaining and encouraging literacy tutors after the initial training. Find or create opportunities to provide special training meetings with the volunteers to build a cohesive, committed group of tutors.

Finding Training for Tutors:

- Check with local area Literacy program, if one exists
- Contact Sara Shelton, Director of the Wichita Adult Literacy Council at walcskillsto@juno.com or 940-766-1954
- Contact ProLiteracy at www.proliteracy.org or email Barbara Hanley at bbhanley@comcast.net
- Contact Texas Association of Adult Literacy Councils (TAALC) at www.texasliteracyconnection.org or call 903-533-0330

Follow-Up Training for Tutors

- Schedule routine follow-up training for tutors as needed or to maintain certifications received in the future

Providing Tutor Support

- Maintain contact with tutors – be available when needed
- Provide resources needed
- Provide continued training as needed or required
- Recognize their efforts – privately and publicly

Recruiting Students

Although statistics will show the need for literacy programs, recruiting students can sometimes be quite challenging. There are many reasons why a person may be reluctant to make the initial contact. Some of these reasons include: shame, fear, embarrassment, feeling they are not intelligent or able to learn, and previous failed attempts at learning to read. For some individuals, just telling another person they cannot read is the most difficult thing they will ever do in their life. Therefore, it is imperative that all potential students be treated with respect and consideration.

Once someone has worked up the courage to approach someone about the literacy program, it is very important the process is thoroughly explained and they are given the assistance needed to sign up for the program. This may include helping to fill out the application. Don't write lengthy notes explaining the program. It is usually best to give a student a card with the phone number and a name of the person to contact. Additionally, read the card to the student as you hand it over. Most non-readers are masters at memorization. This is how they have "fooled" others for most of their lives.

Use flyers, posters, and handouts at different locations and functions to promote the program. Many students will come because a friend or family member has seen the poster and told tell them about it. Keep handouts simple and informative; don't overwhelm the students with written information. Refrain from using negative terms such as "illiterate" or "illiteracy."

Keep in mind that students may be slow to come forward because they may be embarrassed or intimidated. The Library can be a very intimidating place for an individual who cannot read. Have patience! Also, bear in mind that some potential students will sometimes sabotage themselves a time or two before they actually commit to the program, so allow for that.

How to find students:

Place posters and/or flyers at:

- Library
- Community colleges
- Local businesses
- Schools
- Local social services organizations
- Churches – request to be mentioned in the church bulletin

- Texas Workforce offices
- Local grocery stores
- Chamber of Commerce office
- Neighborhood events

Give presentations at:

- Rotary Clubs
- Kiwanis Clubs
- Other local organizations
- Churches
- City Council Meetings

Place articles in local newspapers

Request local radio do community service interview

Talk to Chamber of Commerce

This list is only a starting point. Find other avenues of outreach in your community.

Matching Tutors to Students

Care must be taken when matching students with tutors. A successful match can produce wonderful results, but if there is conflict or if either person is uncomfortable then the results may be damaging to both persons. Reassignment is the best resolution so that each person will have the opportunity for success.

Matching Tutors and Students:

- Use information provided by both tutors and students to determine the best match.
- Discuss the intake evaluation results with the tutor so they know where to start and how to progress with the student.
- Arrange the first meeting between tutor and student and be present to introduce the two.
- Tutor and student should then determine meeting dates, times, and place.

Program Outreach

Outreach will benefit the literacy program in many ways. It provides information to the community, calls attention to the program for individuals who may not be aware of the services provided by the library, and it can contribute to funding.

- Write articles for local newspapers – or invite the local paper to cover the program and events
- Create newsletter to keep tutors, Friends of the Library, Board members, and other interested parties informed.
- Volunteer to speak at local clubs and organizations

Funding the Program

Funding is an integral part of any successful literacy program. There are many organizations that will provide funding for literacy programs, but it takes a committed and articulate individual or group of individuals to seek out and obtain the funding. Begin with local businesses, foundations, or individuals who have an interest in the library and its programs.

Potential funding sources:

Friends of the Library
Local businesses and organizations
Literacy organizations
Private donors

Grants:

- Verizon <http://foundation.verizon.com/>
- Dollar General <http://www.dollargeneral.com/community/communityinvestments.aspx>
- Barnes & Noble http://www.barnesandnobleinc.com/our_company/sponsorship/Sponsorship_main.html
- The Wallace Foundation <http://www.wallacefoundation.org/>

And many more.

Record Keeping

As with any successful program, records must be maintained. Statistical information is necessary for future certification and/or funding endeavors.

- Applications – basic applications for students and for volunteers will provide contact information, background about the individuals, and additional information which may be used to match the volunteer tutors with students.
- Attendance and instructional hours – records of attendance should be maintained. This includes time spent tutoring as well as instructional time in training or skill development.
- Pre and Post Tests – Copies of all tests given should be kept in the students file. This is important to the program and to be able to demonstrate improvement to the student.

Please note: Confidentiality is a critical factor of this program. Records should be maintained in a secure location.

Communication with Stakeholders

Keep all interested parties informed of the program's progress, including:

- Friends of the library
- Library board
- Reporting authority
- City council
- Local newspapers

Program Evaluation

Periodically evaluate the program to bring public awareness to the successes of the program and to correct any deficiencies in the program. Evaluation will also assess the effectiveness of the program. It will help identify strengths and weaknesses, which will allow the opportunity to make adjustments to the program. Successes should be celebrated with the volunteers, students, and staff.

Create an evaluation checklist to be included in the Literacy Policy Manual.

Developing a Literacy Program Policy Manual

A librarian should consider creating a Literacy Program Policy Manual. The manual will strengthen the program by providing standards, procedures, and continuity of performance. A Literacy Program Policy Manual will also ensure that the program falls in line with the long range plans and goals outlined in a Library's Policy Manual.

Information which may be included

- Mission
- About us
- Board of Directors or Advisory Group
- Services offered
- Volunteer guidelines
- Resources
- Contacts
- Sponsors – Partnerships
- Workshops
- Privacy policy
- Tutor tips
- Long range planning
- Evaluation checklist
- Copies of forms

Establishing an Advisory Group

Develop an Advisory Group to assist with planning of the program. The group should represent multiple programs and community interests. The group can conduct a community survey if deemed necessary.

Volunteer administrative positions can be added to the Advisory Group to assist the Program Coordinator with:

- Fundraising
- Newsletter writing
- Writing newspaper articles
- Hosting tutor training and other program meetings

Program Coordinator Responsibilities

Functions of a Program Coordinator:

- Lead meetings
- Schedule tutor training
- Perform intake testing on students
- Raise/seek funding
- Write/manage grants
- Act as liaison with community leaders to garner support and involvement

Community Partnerships

Partner with other organizations or individuals in the neighborhood, which may provide either financial or other support, including:

- Local health departments
- Social service agencies
- Businesses and local employers
- Schools
- Churches
- Food pantries
- Senior clubs
- Head Start and Early Start projects
- Texas Workforce office

Partner with other Literacy Agencies to continue support and information for your literacy program

- Wichita Area Literacy Commission (or the literacy council in your area)

Wichita Adult Literacy Council
4309 Jacksboro Hwy #105
Wichita Falls, TX 76302
940-767-5257

- Pro-Literacy <http://www.proliteracy.org/>

Sample Forms

Checklist for Making Your Library Literacy-Ready

This checklist is designed to measure how ready your library is for adult learners. When evaluating your library, go beyond library staff, and include the perspective of each adult literacy professional, volunteer tutor and adult learner.

Support:

- _____ The library has a literacy department.
- _____ The literacy program is integrated into the library.
- _____ The library has a literacy program with dedicated staff.
- _____ The literacy program is supported by the library director.
- _____ The library has signage that is appropriate for adult learners and others.
- _____ The library has developed multiple ways for adult learners to locate the literacy program.

Customer Service:

- _____ The library is “user-friendly”
- _____ The library has greeters at the door.
- _____ The library staff is cordial, willing to help, and takes the initiative to provide help and support.
- _____ The library staff understand and are responsive to the needs of adult learners.
- _____ Literacy students interact regularly with library staff and patrons.
- _____ The library has adult learners as spokespeople, mentors, tutors, and staff.

Training:

- _____ Library staff receive training about adult literacy, adult learners, and library literacy.
- _____ The literacy program staff is qualified and consistent.
- _____ The literacy program has an assessment plan that measures learner’s progress and library usage.

Resources:

- _____ The library has adequate facilities to meet the needs of a literacy program.
- _____ The library has the resources and technology to meet the needs of adult learners.

_____ The library has a book collection for adult learners, tutors, and teachers.

_____ The library also has a collection of video and audio instructional and educational materials.

_____ The library has resources and educational materials in native languages to support reading and literacy development of ESL adults and their children.

Outreach:

_____ The library has an outreach program that informs adult learners and other underserved populations about the range of library services available at the main and branch libraries.

_____ The library has a bookmobile to reach adult learners in rural and remote areas.

_____ The library and the community understand that libraries are not just for readers.

Collaboration:

_____ The library's literacy program has visibility in the community.

_____ The library collaborates and networks with other literacy providers and social service agencies.

_____ The library receives media support to showcase their literacy services and programs.

Adapted from: http://dlis.dos.state.fl.us/bld/Literacy/MAKING_Your_LIBRARY_LITERACY.html

Volunteer Reading Tutor Application

Last Name First Name Middle Initial

Street Address City State Zip Home Phone

18-31 32-41 42-51 52-61 61+ Day of Birth _____
Age (Optional, circle one) Month/Day

Education Completed: High School/GED College Graduate School

Other Education/Training: _____

Major: _____

Language: Other than English, what other language(s) do you speak=s, read=r, or write=w?

1. _____ s r w 2. _____ s r w

Where did you hear about our program? _____

Have you tutored reading before? Yes No Have you tutored other subjects? Yes No

If yes, what is the name of the literacy group? _____

Year of Certification? _____ Other volunteer activities: _____

Special interests/hobbies: _____

Current organization/club memberships: _____

I prefer to tutor: _____ One to One _____ Small Group _____ In the Computer Lab

I prefer tutoring: Mon Tue Wed Thur Fri Sat Sun

_____ Morning _____ Afternoon _____ Evening

I am willing to help with: _____ Typing/Clerical _____ Telephone Committee _____ Fundraising

_____ PC Lab Monitor _____ Newsletter _____ Literacy Spokesperson _____ Publicity

_____ Bookkeeping _____ Train Tutors _____ Board Membership _____ Tutor

_____ Host Workshops _____ Other: _____

References: Please list two references, that are not related to you, who have definite knowledge of your skills and character.

1. _____
Name Address City State Zip

Home Phone Cell Phone

2. _____
Name Address City State Zip

Home Phone Cell Phone

I give permission to check the references given above to obtain a character report.

Signature

Date

Enrollment Form

Last Name _____ First Name _____ Middle Initial _____

Street Address _____ City _____ State _____ Zip _____

Phone _____ Alternate Phone _____ Email _____

Gender: Male Female Marital Status: Single Married Divorced Separated

Ethnicity: African American Asian Hispanic Caucasian Other: _____

Highest grade attended: _____

Is English your first language? Yes No If no, what language? _____

How did you hear about this literacy program? Poster/Brochure At work Newspaper
 Another Student Church Other: _____

For library use only.

Type of community: _____ Rural
 _____ Urban
 _____ Urban area with high unemployment

Employment: _____ Employed _____ hours per week
 _____ Unemployed, looking for work
 _____ Not in labor force

Participant Achievements:

_____ Made progress in English	_____ Obtained GED
_____ Received U.S. Citizenship	_____ Entered job training
_____ Obtained a job	_____ Improved basic skills
_____ Read more to children	_____ Voted for the first time
_____ Improved computer skills	_____ Improved health care

Learning Needs Screening

Interviewer Name: _____

Interview Date: _____

Client Name: _____

Gender: _____ Male _____ Female

How many years of school have you had? _____

Check all earned: _____ High School Diploma
 _____ GED
 _____ Technical/Vocational Certificate
 _____ AA Degree
 _____ Other: _____

What kind of job would you like to have? _____

Do you have experience in this area? _____

What makes it hard for you to get or keep this kind of job? _____

Notes: _____

Student Commitment Statement

I understand that I am enrolling in a program that will do its best to help me reach my literacy goals. However, I must do my part. I should not enroll in this program if I am not ready to commit the time and energy to learn. That means I will meet with my tutor regularly, study outside of class, ask when I need extra help, and always inform my tutor in advance when I need to miss class. I understand that my volunteer tutor is dedicating valuable personal time to work with me to reach my literacy goals. I understand that if I do not attend my tutor sessions, my tutor will be reassigned to someone in the waiting list. After my tutor is reassigned, I cannot return as a student without going through the enrollment process again. This could result in my name being placed on a waiting list until a tutor becomes available.

I understand that progress assessments are a regular, required part of this program, and I will be expected to do them as determined by my tutor. By signing below, I show that I understand my commitment to this program.

Signature of Student: _____

Print Name: _____

Date: _____

This document was read to the student by:

Student Eligibility Guidelines

1. Ability to learn and retain information.

Staff and volunteers will work with learners to help them achieve their educational goals. Enrollees must show within 45 hours of enrollment in the program that they are able to benefit in a measureable way from participation.

2. Ability to understand the essential purpose of the program.

The program is designed for persons who understand instruction and use it to pursue educational goals. Persons enrolling in the program should be able to understand this purpose, have an appropriate goal to pursue, and participate in the curriculum choices and instructional activities.

3. Ability to complete the entire intake process including assessment to determine current educational skill level.

The purpose of the intake process is to assist tutors and staff in development of a personal learning plan that will focus on the student's strengths and to develop strategies to successfully cope with everyday problems and tasks based on the student's individual needs.

4. Commitment to regularly attend class.

If a student is unable to attend tutoring sessions, he/she must notify the tutor prior to the session. If the student is absent three times without notifying the tutor, we reserve the right to terminate student services.

5. Commitment to complete progress assessments for the purposes of measuring progress and reporting to governing agencies.

Appendix A

Sample Brochure to
Recruit
Volunteers
Front and Back

... You:

Cannot fill out a job application.

Cannot read the instructions on medication.

Cannot read street signs or maps.

Cannot sign your name.

Cannot read to your children.



The Institute of Museum and Library Services, a federal agency that fosters innovation, leadership and a lifetime of learning, supports the North Texas Regional Library System, Inc. (NTRLS) through the Texas State Library and Archives Commission.

John Ed Keeter Public Library
355 W. McLeroy
Saginaw, Texas

Postage

John Ed Keeter Public Library

355 W. McLeroy
Saginaw, Texas

817.230.0300 ext. 1903



If you cannot
read...

Illiteracy

National Institute for Literacy, Texas has the second largest number of under-educated adults in the U.S with 23% of adult Texans reading at the lowest literacy rate. Five percent are unable to read at any level.

Don't underestimate the hardship illiteracy creates. Many people who are functionally illiterate will stand in welfare lines all their lives. You will pay for their food stamps, their welfare checks, and their doctor visits, because they cannot support themselves.

You Can Help

The John Ed Keeter Public Library wants to break the cycle of illiteracy and you can help.



Help the of the people of North Texas who are functionally illiterate.

Your contribution can give new opportunities to these citizens. It can provide family stability and economic security.

FAQs

- Q.** Who can become a literacy student?
- A.** Anyone who reads at a low level and needs the individual support and instruction.
- Q.** Who can become a tutor?
- A.** Anyone who can read and write English well; anyone who wants to help under-educated persons and illiterate persons; anyone who will volunteer his time. It is not necessary for tutors to have previous teaching experience.
- Q.** What is involved in learning to be a tutor?
- A.** Each tutor will complete a training session.
- Q.** Where and when do the student and tutor meet?
- A.** At the library at a prearranged time.
- Q.** How much time will I need to spend tutoring?
- A.** Approximately 2-3 hours per week.
- Q.** How can I become a volunteer tutor?
- A.** Complete the questionnaire in this brochure and mail it to the library. You will be contacted by phone.

Please contact me:

- _____ I am interested in becoming a tutor.
- _____ I know someone who would like to learn to read.
- _____ I do not wish to tutor, but I would like to help in any other way I can.
- _____ I would like a speaker to talk to my group, club, or church about your literacy program.
- _____ I would like to contribute financially to your literacy program.

Name: _____

Address: _____

Home Phone: _____

Business Phone: _____

Best Time to Call: _____

**Return this application to
the library.**

Appendix B

Sample
Poster

If you cannot read, you:

- ...Cannot** fill out a job application.
- ...Cannot** read instructions on medication.
- ...Cannot** sign your name.
- ...Cannot** read street signs or maps.

**Do you know someone
who needs help?**

Libraries for Literacy

A free service provided by your library.

**John Ed Keeter
Public Library**

**355 W. McLeroy
Saginaw, Texas**

817.230.0300 ext. 1903



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Poster Size
11"X17"

Appendix C

Sample Reading Tests

Level 1 Sample Reading Test

Saturday with Grandpa

by Betsy Franco

Saturday is our day to clean, but Grandpa turns work into fun.

We like to sing when we dust. We like to dance when we mop.
We clean the car together. We do the wash together. We both
wear our caps.

When we are done, we hurry to the store. We shop for food.
Grandpa lets me pick the fruits that I like best. We carry the
food home. Grandpa tells stories while we walk.

At night, our work is done. Friends come over. We cook dinner.
We sing and dance.

Saturday is our day to clean, but Grandpa turns work into fun!

Level 1 Sample Test Questions

1. What happens in "Saturday with Grandpa"?

_____A boy and his grandpa eat hot dogs.

_____A boy and his grandpa clean together.

_____A boy and his grandpa ride in a car.

_____A boy and his grandpa go to the beach.

2. What do the boy and his grandpa both wear while they clean?

_____Mops

_____Aprons

_____Caps

_____Scarves

3. Read this sentence from the story.

"When we are done, we hurry to the store."

What does hurry mean?

_____Walk

_____Skip

_____Hop

_____Rush

Level 2 Sample Reading Test

The Star Llama

by Jan Mike

Once there was a young Inca boy. He had no family except for an old llama. Each day the boy and his llama walked many miles, looking for a home. Each night they curled up together and slept. But one starry evening, the old llama died. The boy buried his friend next to an icy stream. Then he sat under a tree and cried. What would he do? He had no family and no home.

The boy cried for a very long time. But there was no one to comfort him. There were only the stars in the sky.

Suddenly, the sky filled with bright light. The boy held his breath. He was afraid to move. One bright star fell to the ground. Slowly, the star took the shape of the old llama. She bent her head and drank from the stream. She looked at the boy and smiled. As she jumped back into the sky, bits of llama wool fell.

As the Sun began to rise, the boy picked up the soft, warm wool. It glowed in his hands like starlight. He carried the wool to the city and sold it. With the money, he bought a house. He bought two young llamas. He never forgot the star llama. And he was never lonely again.

Level 2 Sample Test Questions

1. Why does the boy cry when the old llama dies?

because he is afraid of the dark

because he is always sad

because the old llama is his only family

because he is lost

2. What happened BEFORE the old llama died?

The boy bought two new llamas.

The boy and the llama walked many miles looking for a home.

The boy collected the wool and sold it in the city.

The old llama fell to the ground in the shape of a star.

3. Read this sentence from the story.

"One bright star fell to the ground."

What does bright mean?

Old

Shining

New

Clean

4. What does the boy in the story want?

a cart

a horse

a new wool shirt

a home

5. What happens at the end of the story?

_____ The boy buys a house and two llamas.

_____ The boy buries the llama next to an icy stream.

_____ The boy and his llama walk for many miles.

_____ The boy cries for a very long time.

6. Read this sentence from the story.

"As the Sun began to rise, the boy picked up the soft, warm wool."

What does rise mean?

_____ grow darker

_____ fall down

_____ come up

_____ take a step

Level 3 Sample Reading Test

Julie's Race

by Wanda Hann

The dogsled race was about to begin. Julie's team of dogs was lined up at the starting gate. Julie stood behind them. The air was so cold that she could see her breath. Other teams were lined up, too, and the dogs were excited. Julie kept her eyes on the clock. At exactly ten o'clock, she and the other racers yelled, "Mush!" The dogs knew that meant "Go!" They leapt forward and the race began!

Julie had trained months for this race, and she hoped she and her dogs would win. Hour after hour, day after day, Julie's dogs pulled the sled in order to get in shape for the race.

Now, they ran over snowy hills and down into frozen valleys. They stopped only to rest and eat. They wanted to stay ahead of the other teams. The racers had to go a thousand miles across Alaska. Alaska is one of the coldest places on Earth. The dogs' thick fur coats helped keep them warm in the cold wind and weather. In many places along the route, the snow was deep. Pieces of ice were as sharp as a knife. The ice could cut the dogs' feet. To keep that from happening, Julie had put special booties on their feet.

At first, the dogs seemed to pull the sled very slowly. They were still getting used to the race. But on the third day out, they began to pull more quickly. They worked as a team and passed many of the other racers. Once, one of the sled's runners slid into a hole and broke. Julie could have given up then, but she didn't. She fixed it and they kept going.

When they finally reached the finish line, they found out that they had come in first place! It was a great day for Julie and her dogs.

1. Where does the dogsled race take place?

In Antarctica

On a track

In Alaska

In a field

2. What happened BEFORE the dogs began running?

The dogs pulled the sled slowly

Julie and the dogs lined up at the starting gate

The runner on Julie's sled broke

The dogs pulled the sled over hills and into balleys

3. Read this sentence from the story

"Julie's team of dogs was lined up at the starting gate."

What does team mean?

Friends and family

To join together

Many dogs

A group working together

4. Why did Julie and her dogs win the race?

Use the story to explain your answer.

5. Why don't the dogs freeze in the cold weather?

Julie puts special booties on their feet.

They sleep by the fire at night.

Their thick fur coats keep them warm.

It doesn't get very cold in Alaska.

6. Read this sentence from the story.

"The dogs' thick fur coats helped keep them warm in the cold wind and weather."

What does "thick" mean?

____ Thin

____ Hard

____ Fat

____ Skinny

7. What kind of person is Julie?

Use the story to help explain your answer.

<http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html>

Appendix D

Partnerships and Collaboration:
A Must for Family Literacy

Partnerships and Collaboration: A Must for Family Literacy

Why Collaborate?

Networks and collaborations are beneficial because they:

- Stretch limited resources
- Help link families to community resources
- Facilitate integration of the four family literacy components

Family Literacy requires an extensive level of networking and collaboration to be effective. Because of its complexity, it is rare for one organization to possess all the resources such as staff, book collections, facilities, computers, support services, funds etc. to have a fully functioning program. Programs, established in isolation, lack the "connections" to effectively recruit and support families. Most programs are also not funded adequately to provide all **four family literacy components**. The premise of "You can't do it alone!" is an accurate statement for family literacy. Literacy programs centered on the parent and or caregivers and their children require a team effort between and among the library staff, the family literacy staff and staff from outside organizations. When these staff and volunteers work together the outcomes achieved by the families are much greater. Thus most programs can not function without extensive partnerships and collaborative efforts.

How To Get Started:

It is easier to understand the value of collaboration than to do it. It was recently stated in the Florida Literacy Coalition's collaboration workshop that a typical collaboration will take two to three years to build. It takes time to build the people relationships that make things happen. It takes time to put procedures for working together in place, and it takes considerable effort to arrive at consensus on goals and action plans for any kind of collaboration. Most partnerships start slowly. Any group of literacy providers and their partners that are newly working together must first:

- Agree on a common mission. Often family literacy brings groups together.
- Clarify realistic expectations for every partner involved. Partners must give and get something out of any networking activity.
- Select and be successful at simple, doable projects. A group can start with one pamphlet about the services of all literacy providers or they can work together on one Family Night or special event.

Taking the time to do this helps to build professional trust and raise the skill level of all involved. Once a group has a small success they can move on to bigger challenges.

There are many books, articles, web pages and training opportunities available on how to build coalitions and collaborations. The Florida Literacy Coalition has a training workshop available on demand. Here is another resource for collaboration and partnerships:

<http://literacy.kent.edu/Oasis/familitnotebook/toc.html>

These suggestions were compiled by Dale P. Lipschultz for the Diversity Fair at the ALA June, 2001 Conference, and resulted from the dialogue.