

# ProLiteracy Education Network Course Catalog

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The following icons identify use of video and audio in courses. Transcripts are provided for those who are unable to access these media.



# Technical Requirements for ProLiteracy EdNet Courses

## Minimum (and Optimal) System Requirements

### PC

- Windows 98 (or higher)
- 100 MHz Pentium (or equivalent processor)
- 32 Mb free RAM
- 200 Mb free hard drive space
- 16 bit sound card
- speakers or headphones
- modem connection of 28.8 (Cable Modem, ISDN, or T1/LAN connection)
- MS Internet Explorer 5.0 (or higher) web browser
- monitor display set to 1024x768

### Mac

- Mac OS 8.6 (Mac OS X)
- G3 processor (G4)
- 32 Mb free RAM
- 200 Mb free hard drive space
- 16 bit sound card
- speakers or headphones
- modem connection of 28.8 (Cable Modem, ISDN, or T1/LAN connection)
- MS Internet Explorer 5.0 (or higher) web browser
- monitor display set to 1024x768

## Required software plug-ins

Some courses use audio and video. Anytime audio or video are used, you will have the option to view a written transcript of the media. If you wish to view these media, and if the computer you are using doesn't already have them, you will need to download the following free plug-ins prior to taking courses.

Macromedia Flash

[http://www.macromedia.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash/](http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash/)

QuickTime

<http://www.apple.com/quicktime/download/>

Windows Media Player for PC

<http://www.microsoft.com/windows/windowsmedia/9series/player.aspx>

Windows Media Player for Mac

<http://www.microsoft.com/windows/windowsmedia/software/Macintosh/osx/default.aspx>

Many courses on ProLiteracy EdNet allow you to download forms and activities that you can print for your own use. To view these, you need to have Adobe Acrobat Reader on the computer you are using. If you do not have it, you can download it at <http://www.adobe.com/products/acrobat/readstep2.html>.

# How to Register for Courses

## Enrolling In a New Course

1. Click on a course title to view the course description.
2. Click on the link to Begin A Course.
3. Click on the **Confirm** button to enroll in the course.
  - o **If you are new to ProLiteracy**, click on the "*Register Now*" link and complete the form as indicated. You will create your own unique username and password as part of the registration process.
  - o **If you have already taken a ProLiteracy course and want to enroll in a new course**, type in your already established username and password and click the **Log On** button.
4. A Registration Statement will appear. Print it out for your records.
5. Click on the **Begin** button at the bottom of the page.
6. Click on the title of the course.
7. Click on the **Begin** button.

## Re-entering a Course

1. To the right of the title of the course to which you wish to return, click on the "*Return to Course*" link.
2. Enter your previously established username and password, and click the **Log On** button.
3. A list of all the courses for which you have enrolled will be displayed. Click on the title of the course you wish to re-enter.

## **Available Courses**

### ***Adult Literacy Instruction***

These courses describe how adults learn and how others can assist in this process. This category of courses focuses on adult basic education (ABE), GED preparation, English-language learning, reading, writing, numeracy, learning disabilities, assessment, goals setting, lesson planning, and parent education.



**Description:** This course will enable you to gain insights into adult learning in general, as well as some of the physical, sociological, and physiological issues that adult literacy and English-as-a-second-language (ESL) learners face. You will begin to think about the things that you might do and the attitudes that you might develop that will enable you to better work with adult students.

**Objective:** In this course you will:

- Reflect on how the literacy or ESL student's life experiences and challenges affect their learning process.
- Recognize how students' challenges can result in other strengths and skills Identify and learn about several principles of adult learning.
- Understand some of the physical, sociological, and physiological issues that adult literacy students face.
- Identify how you will incorporate what you've learned into your work with adult literacy students.

This course was developed by Tom Mueller, ESL and Adult Literacy Specialist.

**Audience:**

- Potential Volunteers
- Program Directors and Staff

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, and *Working With Adult Literacy Students*

**Outline:** Introduction  
Course Overview  
Course Navigation

Principles of Adult Learning  
Lesson Objectives  
Relevance Is Important to the Learner  
Respect is Essential to Effective Learning  
Adult Learners Have a Lifetime of Experience  
Many Learners Have to Overcome Their Fears  
Some Life Issues Hinder Progress  
Adults Learn By Doing  
New Learning Can Result In Unexpected Change

Course Summary  
Putting It All Together  
Course Review

## Working With Adult Literacy Learners



**Description:** This course is designed for people who are interested in learning more about what it will be like as a volunteer in an adult basic literacy program. Literacy programs are like buildings in a community: they come in many shapes and sizes and have many things in common, but depending on which door you go in, it looks very different inside. Volunteering is a valuable and rewarding experience! This course will help you learn more about adults who attend basic literacy programs, the services provided to help meet their educational needs, and how you can use your knowledge and experience to make an important difference in people's lives.

**Objective:** In this course you will learn:

- About the adults who come to adult literacy programs: who they are and what they are like
- How adults learn best and why
- About the different kinds of adult literacy programs and how they teach their students
- The important roles that volunteers can play in those programs and where would be the best place to put your knowledge, experience, and enthusiasm to work

**Audience:** New Volunteers

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
    Course Objectives  
    Course Navigation  
How Adults Learn Best  
    Lesson Objectives  
    Adults as Learners  
    Characteristics of Adult Basic Literacy Students  
    Teaching Adults to Read  
    Lesson Summary  
  
Adult Literacy Programs  
    Lesson Objectives  
    A Peek Inside Literacy Programs  
    Grays County: One-to-One Tutor  
    Neighborhood Works: One-to-One Tutor  
    LV-Kings County: Small-Group Tutor  
    C.F. Community College: Class Assistant  
    Why Volunteers Are So Important  
    Lesson Summary  
  
Summary  
    Putting It All Together  
    Course Review

# Phonemic Awareness Instruction for Adult Literacy Learners



**Description:** In this course, participants will learn what phonemic awareness is, ways to informally assess adults' phonemic awareness, and how to incorporate phonemic awareness into lessons for adult literacy learners.

This course was developed by M. Tara Joyce, Ed.D. Dr. Joyce is Coordinator of Adolescent Services and Adult Resources at the Tennessee Center for the Study & Treatment of Dyslexia at Middle Tennessee State University.

**Objective:** Upon completion of this course you will be able to:

- Define phonemic awareness and describe its importance for reading and spelling.
- Assess aspects of adult literacy learners' phonemic awareness.
- Create and use phonemic awareness activities in lessons.
- Access website and print resources for additional information about phonemic awareness.

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Incorporating Phonemic Awareness into Instruction
	Course Objectives	Lesson Objectives
	Course Navigation	When to Do Phonemic Awareness Activities
	Phonemic Awareness: What Is It and Why Is It Important?	Selecting and Sequencing Activities
	Lesson Objectives	Backing Up if There's Difficulty
	What is Phonemic Awareness?	Lesson Summary
	The Broader Concept of Phonological Awareness	Activities to Develop Phonemic Awareness
	Phonemic Awareness: Importance for Reading and Spelling	Lesson Objectives
	Lesson Summary	Informal Activities
	Assessing Phonemic Awareness	Materials and Resources
	Lesson Objectives	Moving to Reading and Spelling
	Testing Adults' Phonemic Awareness	Lesson Summary
	Ways to Informally Assess Phonemic Awareness	Summary
	Lesson Summary	Putting It All Together
		Course Review



# Volunteering in English Language Learner Literacy Classes



**Description:** In this course, you will meet several English Language Learners (ELL), learn why they come to adult and family literacy programs, and find out how those programs are meeting their needs. You'll also learn more about three special roles for volunteers: a one-to-one or small group tutor of adults, an aide to a classroom teacher, and an assistant in a family literacy setting.

This course was developed by the National Center for Family Literacy.

**Objective:** This course will provide the information that you'll need in order to decide if you want to volunteer to work with English Language Learners. There is also information on how to locate organizations that offer English as a Second Language (ESL) volunteer opportunity in your area.

**Audience:**

- Potential and existing volunteers
- Program Directors and Staff

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	ESL Teaching Materials
	Course Overview	Lesson Objectives
	Course Navigation	Consider This!
		How Long Does it Take to Learn English?
	English Language Learners	Choosing Materials and Resources
	Lesson Objectives	Your Turn
	Consider This!	Lesson Summary
	The English Language Learner- General Characteristics	English Language Teaching Strategies
	Lesson Summary	Lesson Objectives
		English Language Learning Theories
	Opportunities for Volunteering in Programs that Focus on Teaching English	Assessment
	Lesson Objectives	English Language Teaching Strategies
	The Need	Your Turn
	Volunteer Roles in ESL Programs	Lesson Summary
	Training for Volunteers	Course Summary
	Your Turn	Putting It All Together
	Lesson Summary	Next Steps: find an ESL Program in Your Area
		Course Review



**Description:** Educators are increasingly committed to designing learning that value cultural differences. We are discovering that “valuing” diversity is not enough to enable educators from a dominant culture, (particularly European Americans living in the United States) to recognize difference and know how to change instruction for learners to feel visible and valued. This course examines different dimensions of culture relevant to the learning context, including both the personal cultures of learners and educators, and the culture of the larger social political environment. It explores how cultural values influence instruction and looks at several teaching approaches that take culture into account.

- Objective:**
- To introduce prospective volunteers to implications and issues of working with student populations of diverse cultural and linguistic backgrounds;
  - To introduce the significance of changing demographic patterns in the U.S;
  - To understand the implication for incorporating diverse perspectives into learning experiences, including learning differences, behavior differences, and gender roles; and,
  - To review the importance of examining classroom processes and materials for meeting the specific and unique needs of students from diverse cultural and educational backgrounds.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Instructional Implications
	Course Objectives	Lesson Objectives
	Course Navigation	Roles of Teachers and Learners
	The Immigrant Experience	Cultural Issues
	Lesson Objectives	Instructional Approaches
	The Changing Face of the U.S.	Your Turn
	Your Turn	Lesson Summary
	Lesson Summary	Instructional Resources
	Learner Diversity	Lesson Objectives
	Lesson Objectives	Instructional Content and Strategies
	Variety in Learners	Culturally Sensitive Resources
	What is Culture?	Your Turn
	Key Areas of Cultural Differences	Lesson Summary
	Your Turn	Course Summary
	Lesson Summary	Putting It All Together
		Course Review

# Citizenship: The Literacy Test



**Description:** Many people think of the citizenship test as a quiz of the USCIS “100 Civics Questions.” However, in order to become a citizen, an applicant must also demonstrate basic proficiency in reading and writing English. The literacy component of the citizenship test changed in 2008. This course explains how the new test is administered, and provides ideas and activities for preparing students for the literacy test.

**Objective:** In this course you will:

- Learn how the literacy test fits with the other components of the U.S. citizenship test (i.e., the civics test and the interview)
- See how the literacy test is administered and scored
- Learn some instructional principles for literacy test preparation
- Observe classroom activities that prepare students for the test.

**Audience:** Teachers/Tutors  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	
	Course Overview	
	Course Navigation	feedback
		Lesson Summary
	Overview of the Citizenship Test	
	Lesson Objectives	Classroom Activities to Prepare Students for the Literacy Test
	The Interview	Lesson Objectives
	The Literacy Test	Using Letter Sounds to Construct a Word
	The Civics Test	Using Knowledge of Letter Sounds to Construct a word
	The Citizenship Test	Using Flashcards for Skills Practice
	Review	Adapting the Dictation Process for beginners
	Lesson Summary	A Student- Centered Dictation Process
	Overview of the Literacy Test	“Saying it Back”: A Communication Strategy
	Lesson Objectives	Lesson Summary
	Literacy Test Content and Procedure	
	Creating Practice Activities	Course Summary
	Scoring the Reading Test	Putting It All Together
	Scoring the Writing Test	Course Review
	Review	
	Lesson Summary	
	Instructional Principles	
	Lesson Objectives	
	Principle 1: Consider how you will accommodate a range of literacy needs	
	Principle 2: Design activities that integrate the four areas of language	
	Principle 3: Integrate literacy test instruction with civics test instruction	
	Principle 4: Determine the appropriate level and scope of literacy skills practice	
	Principle 5: Provide authentic test practice	

## Citizenship: The Interview



**Description:** To become a U.S. citizen, a person must go through an interview with a USCIS examiner. The USCIS examiner reviews the N-400 form to confirm the information on the form and to judge the English language abilities of the person applying for citizenship. Students preparing for the interview may fear that any mistake they make during the interview process will prevent them from becoming a citizen. This can place a great deal of pressure on a student. This course will help teacher's prepare students for the interview so they will feel confident and improve their likelihood of success.

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Objective:** In this course participants will:

- Learn what happens during the interview
- Learn to ask interviewer questions in a variety of ways.
- Learn to teach students interview strategies to overcome gaps in communication.
- Learn to simulate the interview process as accurately as possible.

**Audience:** Experienced Volunteers

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, *Citizenship: What Volunteers Need to Know*, and experience working with English language learners.

<b>Outline:</b>	Introduction	Overcome Gaps in Communication
	Course Objectives	Lesson Objectives
	Course Navigation	Different Ways of Asking the Same Question
		Teaching Strategies
	The USCIS Interview	Practice
	Lesson Objectives	Lesson Summary
	The Interview Process	
	Documentation to Bring to the Interview	Simulate the Interview from Start to Finish
	The Day of the Interview	Lesson Objectives
	After the Interview	Conditions to Consider
	Lesson Summary	Lesson Summary
	Ask Interview Questions in a Variety of Ways	Course Summary
	Lesson Objectives	Putting It All Together
	Different Ways of Asking the Same Questions	Course Review
	Questions in Different Forms	
	Practice	
	Lesson Summary	

# Citizenship: The Civics Test

**Description:** Teachers can get the content students need to pass the U.S. civics portion of the citizenship test from almost anywhere, including downloading a list of study questions and materials from the USCIS website. The problem for teachers is how to teach the content effectively so that students are prepared for the civics test. This course explains how the new test is administered, and provides teachers with instructional principles and activities they can use in the classroom

**Objective:** In this course, you will:

- Learn how the civics test fits with the other components of the citizenship test (i.e., the literacy test and the interview)
- Identify the content of the civics test and explain how the civics test is administered and scored
- Learn some instructional principles for civics test preparation observe 4 classroom activities you can use to teach the content of the civics test
- Identify resources to help students prepare for the civics test this course was developed by Lynne Weintraub and reflects the 2008 revisions to the USCIS Naturalization test process.

**Audience:** Teachers/Tutors

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Objectives  
Course Navigation

Overview of the Citizenship Test  
Lesson Objectives  
The Interview  
The Literacy Test  
The Civics Test  
The Citizenship Test  
Review  
Lesson Summary

Overview of the Civics Test  
Lesson Objectives  
Civics Test Content and Procedure  
American Government  
American History  
Integrated Civics  
Scoring the Test  
Test Your Knowledge  
Lesson Summary

Instructional Principles  
Lesson Objectives  
Principle 1: Consider how to teach a multilevel class  
Principle 2: Integrate civics test and literacy test instruction  
Principle 3: Practice content and listening/speaking skills  
Principle 4: Focus on test content in a meaningful way

Principle 5: Provide authentic test practice and feedback  
Lesson Summary


Strategies to Prepare Students for the Civics Test  
Lesson Objectives  
Strategy 1: Limit content for open-ended questions  
Strategy 2: Present information as students are likely to hear it  
Strategy 3: Contextualize test information  
Strategy 4: Turn print activities into oral activities  
Lesson Summary

Activities to Reinforce Vocabulary Learning  
Lesson Objectives  
Quick Study Cards  
What's in a Headline  
Crossword Puzzles  
Other Games People Play  
Don't Forget to Walk the Talk  
Lesson Summary

Course Summary  
Putting It All Together  
Course Review

## Writing Without Fear

**Description:** Tutors and teachers often have a difficult time getting students to write. Trying to put one's thoughts down in a way that makes sense and at the same time trying to remember all the rules of grammar and spelling can be daunting to anyone, especially to a new writer. In this workshop, participants learn a writing process that can help students (and themselves) overcome their fear of writing. Participants will learn this process by reflecting on their own experiences as teachers and writers, as well as by doing some writing themselves.

This course features instructional material from  New Readers Press  
Division of ProLiteracy - Worldwide

**Objective:** In this workshop, participants learn a five step process to teach writing in a way that minimizes a student's anxiety. Participants learn how to apply the writing process in two different learning situations: one creative writing example and one real-life example.

**Audience:** Experienced Volunteers

**Estimated  
Completion  
Time:** 45 minutes


**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*, and some experience working with adult literacy learners.

**Outline:**

Introduction	
What You Need For This Course	Using The Writing Process For Everyday Writing:
Course Features	Writing Templates
Sharing Your Writing With Others	Overview
	Step 1: Prewriting
Overcoming The Fear Of Writing	Step 2: First Draft
What Am I Afraid Of?	Step 3: Revising
The Writing Process	Step 4: Editing
	Step 5: Final Draft
Using The Writing Process for Creative Writing: Sal's Poem	Reflection
Overview	
Step 1: Prewriting	Course Review
Step 2: First Draft	Review
Step 3: Revising	
Step 4: Editing	
Step 5: Final Draft	
Reflection	

# Graphic Organizers: Tools for Instructors and Students

**Description:** Graphic organizers are a useful tool for students as they learn to read, write, and do math. They help students visually connect their thoughts and ideas and organize information to easily understand it. Graphic organizers also guide and direct students as they apply strategies and processes to reading, writing, and math. Graphic organizers are also a useful tool for instructors and tutors. They provide a visual representation of how the student thinks, processes information, and applies information to different situations. The tutor can use this to inform and target instruction as well as to document progress.

This course features instructional material from  **New Readers Press**  
Division of ProLiteracy® Worldwide

**Objective:** In this course, you will learn:

- why graphic organizers are a useful tool for students and instructors
- how to use seven graphic organizers in your teaching
- how to show students to use seven graphic organizers for their ongoing learning
- where to find additional graphic organizers on the Internet

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*, and some experience working with adult literacy learners.

<b>Outline:</b>	Introduction Course Objectives Course Navigation	Main Idea and Details Chart Lesson Objectives How to Make and Use a Main Idea and Details Chart Practice Using a Main Ideas and Details Chart Lesson Summary
	Why Use Graphic Organizers? Lesson Objectives What Are They? How Are They Useful? Lesson Summary	Information Grid Lesson Objectives Introducing an Information Grid Activity Additional Information Grid Activities Practice Creating an Information Grid Lesson Summary
	The KWL Chart Lesson Objectives How to Make and Use a KWL Chart Practice Using a KWL Chart Lesson Summary	Percent Circle Lesson Objectives How to Use the Percent Circle Practice Using the Percent Circle Lesson Summary
	Word Chart Lesson Objectives How to Make and Use a Word Chart Practice Using a Word Chart Lesson Summary	Adding Mixed Numbers Table Lesson Objectives How to Introduce the Adding Mixed Numbers Table Practice Using the Adding Mixed Numbers Table Lesson Summary
	Mind Map Lesson Objectives How to Make and Use a Mind Map for Reading Practice Using a Mind Map for Reading How to Make and Use a Mind Map for Writing Practice Using a Mind Map for Writing Lesson Summary	Course Summary Putting It All Together Course Review

## Making Math Manageable

**Description:** Math is increasingly important in today's society – not just the ability to make calculations, but to be able to use number sense to think critically, make decisions, and solve problems. However, many adults avoid learning or doing math because they are afraid of it, don't understand it, and don't enjoy it. To successfully teach math, teachers need to build student's confidence in their math abilities, find ways to make math fun, and make complicated math processes more accessible to students. By doing this, you can help students develop the number sense and problem-solving abilities they need to succeed in academics, work and life.

**Objective:** Upon successful completion of this course, participants will be able to:

- ease student fears of learning math and their own fears of teaching math
- use two activities with students designed to help develop students' confidence and connect math to their own experiences
- use five activities with students that make math interactive and fun, and adapt these activities for different math subject matter
- assist students in using two graphic organizers to solve math problems

This course features instructional material from  New Readers Press  
Division of ProLiteracy Worldwide

**Audience:**

- Existing volunteers
- Program directors and staff

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction

- Course Overview
- Course Navigation

Math: Why Do Students Need It and Why Are They Afraid of It?

- Lesson Objectives
- Why is Math Important?
- Why are Students (and Some Teachers) Afraid of Math?
- Lesson Summary

Building Student Comfort and Confidence

- Lesson Objectives
- Relating Numbers to Real Life
- Words for Numbers
- Lesson Summary

Making Math Fun

- Lesson Objectives
- Games
- Manipulative
- Lesson Summary

Building Math Not So Hard

- Lesson Objectives
- Factoring Venn Diagram
- Problem-Solving Graphic Organizer
- Lesson Summary

Summary

- Putting It All Together
- Course Review




## Using the Newspaper in Adult Literacy and ESL Instruction

**Description:** Research has shown that authentic teaching materials are an effective way to engage adult learners' interest. Adults learn best when they are involved in selecting or creating their own teaching materials. Newspapers are a convenient and inexpensive tool to accomplish both these objectives. Newspapers help adult students develop skills in reading comprehension, writing, critical thinking, grammar, vocabulary, and civics.

**Objective:** Upon successful completion of this course, instructors will be able to:  
Identify components of a newspaper that can be used to prepare lessons for adult literacy students.  
Instructors will practice six ways to use newspapers with adult literacy students. These lessons can be used in small groups, with classes, or in one-to-one tutoring.

**Audience:** Existing volunteers

This course features instructional material from  **New Readers Press**  
Division of ProLiteracy Worldwide

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
    Course Overview  
    Course Navigation

    Navigating a Newspaper  
        Lesson Objectives  
        Variety of Materials in Newspapers  
        Selecting Appropriate Materials  
        Lesson Summary

    Reading Comprehension Activities  
        Lesson Objectives  
        5Ws Chart  
        Quest/Request  
        Lesson Summary

    Writing Skills Activities  
        Lesson Objectives  
        Caption Writing  
        Language Experience  
        Lesson Summary

    Speaking Activities  
        Lesson Objectives  
        Photo Dialog  
        News Maker Role Play  
        Lesson Summary

    Summary  
        Putting It All Together  
        Course Review

## Developing Reading Fluency

**Description:** Participation in this course will help you understand how to incorporate the direct instruction of reading fluency into your instructional plans. Reading fluency is defined, audio examples are provided, and the importance of teaching reading fluency as skill is explained. Many reading fluency activities are highlighted that can be taught in one to one or small group and classroom settings. Additionally, you will learn how to measure reading fluency and track students' progress. Tips for reporting progress and suggestions for additional resources are included.

**Objective:** In this course you will:

- Identify how fluency contributes to successful reading and understand the relationship between fluency, phonemic awareness, vocabulary development, and reading comprehension.
- Use strategies and activities to teach reading fluency following the direct instruction model.
- Measure reading fluency and learners' progress.

**Audience:** Teachers/Tutors

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Objectives  
Course Navigation

Defining, Measuring, and Valuing Fluency  
Lesson Objectives  
Definition of Fluency  
Valuing Reading Fluency  
Measuring Fluency  
Lesson Summary

Teaching Strategies and Activities  
Lesson Objectives  
The Direct Instruction Model  
Guidelines for Choosing Activities  
Guidelines for Choosing Materials  
Lesson Summary

Measuring and Supporting Progress  
Lesson Objectives  
Informal Assessments  
Formal Assessments  
Staff Responsibilities  
Reporting Progress to Students  
Lesson Summary

Course Summary  
Putting it All Together  
Course Review

## The Language Experience Approach

**Description:** The language experience approach (LEA) uses the student's own stories and responses to develop personal text. The personal text can be used to teach reading and other skills. This course shows you how to incorporate LEA into your instructional plans. The course includes written and audio examples of language experience stories. It describes how you can use the stories to teach reading, writing, or math in one to one and small group or classroom settings. LEA can help you teach or reinforce skills while you focus on the student's interests and learning goals.

**Objective:** In this course you will:

- Review the strengths and benefits of LEA
- Learn the steps to create language experience stories with students
- Explore learning activities to teach reading, writing, and math with a language experience story
- Understand how to prepare adult learners to use the approach with their children
- Plan how you would adapt LEA to fit a specific student's interests and learning goals

**Audience:** Teachers/Tutors

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Objectives  
Course Navigation

Strengths of the Language Experience Approach

Lesson Objectives  
Purpose of LEA  
Why Use LEA  
Lesson Summary

Keeping the Focus on the Student

Lesson Objectives  
Focus on Student Goals  
Transfer of Learning  
The Student's Culture  
Lesson Summary

Creating an LEA Story

Lesson Objectives  
LEA in a One-to-One Setting  
ESL Grammar Correction  
LEA in Classroom Settings  
LEA Story Starters  
Reflection Activity  
Lesson Summary

Course Summary

Putting It All Together  
Course Review

Using the LEA Story to teach

Lesson Objectives  
Choosing Skill-Building Activities  
Reflection Activity 2  
Teaching Reading: Alphabetic  
Teaching Reading: Vocabulary  
Teaching Reading: Fluency  
Teaching Reading: Comprehension  
Teaching Writing  
Using LEA with Children  
Teaching Math  
Reflection Activity 3  
Lesson Summary

## Understanding the Reading Process

**Description:** Participating in this course will provide you with an overview of the research behind the components of reading instruction (alphabetic, fluency, vocabulary, and comprehension) and show you how to support the improvement of literacy students' reading proficiency by making students more aware of the reading process and how good readers approach reading. The course will help you talk to adult learners about the reading process in the context of their goals, their needs, and their instruction.

**Objective:** By the time you complete this course, you will be able to:

- Talk with students about their reading strengths and needs
- Factor students' motivation, goals, and needs into the choice of reading materials
- Explain the four components of reading to adult literacy students
- Help students understand the characteristics of an effective reader
- Introduce students to the interrelationships between the reading process, their goals and learning needs, and their instructional plan

**Audience:** Teachers/Tutors  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Overview  
Course Navigation

Student Motivation and Reading Success  
Lesson Objectives  
It's Personal: Reasons For Learning  
Selecting Relevant reading Materials  
Lesson Summary

Talking to Adult Learners About What Good Readers Do  
Helping Students Identify Their Characteristics  
Lesson Summary

The Components of Reading Instruction  
Lesson Objectives  
Research and Professional Wisdom  
Reading Basics  
What Adult Literacy Students Need  
Alphabetic  
Fluency  
Vocabulary  
Reading Comprehension  
Talking About the Four Components  
Where to Learn More  
Lesson Summary

Course Summary  
Putting It All Together  
Course Review

Characteristics of Effective readers  
Lesson Objectives  
Why Pay Attention to What Good Readers Do?  
...Reads With Purpose  
...Is An Active Participant  
...Is Willing to Take Risks  
...Skips Words and Reads on For Help  
...Change His or Her Rate  
...Tries Not to Read Too Slowly  
...Is Willing to Reread A Word, Sentence or Passage

## Using a Problem Posing Approach for Authentic Language Learning

**Description:** One important premise of adult learning theory is that adults learn best when what they are learning is put in the context of their everyday lives and experiences. For language, this means that adult students will learn language best when the new language is presented in the context of the issues students encounter everyday and when they have an opportunity to apply their new language skills to address these issues. Problem-posing is an approach to teaching and learning that takes advantage of the wealth of knowledge and variety of experiences that adults bring to the classroom; creates a collaborative learning environment between teachers and students, and develops language and critical thinking skills as students develop solutions to the problems and issues in their lives.

**Objective:** Upon successful completion of this course, you will be able to:

- Explain simply what problem posing is
- Select a code to use for problem posing lesson
- Use the five step problem posing questioning process in an ESL, literacy, or workplace setting to help students think critically about the problem or issue
- Design a robust language lesson using a problem posing approach
- Apply the problem posing approach to your current materials

**Audience:** Teachers/Tutors

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Overview  
Course Navigation

Introduction to the Problem- Posing Approach  
Lesson Objectives  
What's the Problem?  
Lesson Summary

Now You Try  
Lesson Objectives  
ESL Code  
Literacy Code  
Workplace Code  
Lesson Summary

More About the Problem-Posing Approach  
Lesson Objectives  
What is the Problem-Posing Approach?  
Two Key Components of the Problem-Posing Approach  
Lesson Summary

Course Summary  
Putting It All Together  
Course Review

Choosing Codes  
Lesson Objectives  
What is a Code?  
Choosing the Right Code  
Now You Try  
Lesson Summary

The Questioning Process  
Lesson Objectives  
The Five Step Questioning Process  
Applying the Questioning Process  
Lesson Summary

Expanding Problem Posing Questioning into a Robust Lesson  
Lesson Objectives  
Expanding Your Lessons  
Lesson Summary

# A Way With Words: Strategies for Strengthening Adult Learner's Vocabularies

**Description:** This course introduces adult literacy instructors to the important role of vocabulary in learning to read well. It discusses how vocabulary is normally acquired, both naturally and through formal, direct instruction, while underscoring some of the challenges typically faced by adult literacy students in this regard. The course addresses how to integrate thoughtful, "strategic" vocabulary instruction into an overall literacy skill-building program. With particular emphasis on tailoring instruction to student needs, interests, and skill levels. References to relevant research, as well as links to resources (both online and print) that can assist in preparation and delivery of meaningful vocabulary instruction, are incorporated.

**Objective:** Upon successful completion of this course, participants will be able to:

- Understand the important role of vocabulary plays in overall literacy proficiency
- Tailor vocabulary instruction to students' needs and priorities, via use of student assessments and through thoughtful selection of words to teach
- Teach students strategies they can use to deepen their understanding of words, including elaboration techniques, word analysis, sensitivity to context clues, and use of dictionaries and other reference tools
- Describe several activities to reinforce and practice vocabulary learning with students

**Audience:** Teachers/Tutors  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Strategies for Teaching Vocabulary
	Course Objectives	Lesson Objectives
	Course Navigation	Elaboration Techniques
	The Role of Vocabulary	Resources to Teach Word Building and Analysis
	Lesson Objectives	Looking for Context
	The Early Road to Language Acquisition	Dictionaries and Thesauruses—Friends or Foes?
	How Vocabulary Affects Comprehension	Lesson Summary
	Degrees of Word Knowledge	
	Lesson Summary	Activities to Reinforce Vocabulary Learning
	Assessment Should Drive Instruction	Lesson Objectives
	Lesson Objectives	Quick Study Cards
	Understanding Students' Reading Profiles	What's in a Headline
	Assess Your Student's Oral Vocabulary	Crossword Puzzles
	Lesson Summary	Other Games People Play
	Selecting Vocabulary Words to Teach	Don't Forget to Walk the Talk
	Lesson Objectives	Lesson Summary
	Principles of Vocabulary Word Selection	Evaluating Intensity
	Practice Selecting Potential Vocabulary Words	Lesson Objectives
	Useful Resources	Overview of Data Collection and Management
	Lesson Summary	Recording Instructional Hours
		Assessing and Re-assessing Students
		Interpreting and Utilizing Data
		Lesson Summary
		Course Summary
		Putting It All Together
		Course Review

## Building Comprehension: Strategies for Adolescent and Adult Readers

**Description:** This course is designed to assist those who work with youth and adults who need to improve their reading comprehension. These readers frequently complain that they can read the words, but don't always understand or remember what they read. Although it provides an overview of the five reading components identified by research, the course focuses specifically on three comprehension techniques—thinking aloud, coding text and question- answer relationships. These strategies are examples of the types of strategies found to be effective by the National Reading Panel (NICHD, 2000).

**Objective:** In this course, you will:

- Review the five components identified by research as essential to adolescent and adult reading
- Define comprehension and identify comprehension strategies
- Describe the processes of thinking aloud and coding text and how to demonstrate these strategies to learners
- Describe the question- answer relationships strategy and how to use it

**Audience:** Teachers/Tutors

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:**

Introduction	
Course Objectives	Course Summary
Course Navigation	Putting It All Together
	Course Review
The Five Components: A Framework for Reading	
The Five Components Essential to the Reading Process	
Lesson Summary	
Your Turn	
Thinking Aloud and Coding Text	
Lesson Objectives	
Comprehension Monitoring	
What is a Think Aloud?	
What is Coding Text?	
Lesson Summary	
Your Turn	
QARs: A Question Answering Strategy	
Lesson Objectives	
What are QARs?	
Purpose of QARs	
How to Teach QARs	
Lesson Summary	
Your Turn	

## Orientation to Volunteering in Literacy

**Description:** This course is designed for people who are asking themselves, "What can I do to make my community a better place to live?" Orientation to Volunteering in Literacy will help you make that decision. You will find information about: the impact of low-literacy in America; how volunteers play a vital role in helping to meet the need; how to contact a local program to explore how YOU might become involved.

**Objective:** This course will enable you to:

- Understand the size of the literacy problem in the United States.
- Learn about the work of adult and family literacy programs and its effect on participants.
- Recognize the opportunity for volunteer contributions to literacy work.
- Assess your skills and abilities, and relate them to possible volunteer opportunities.
- Find a literacy program to which you might contribute your time.

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Introduction to Volunteering
	Overview	Overview
	Course Navigation	Introduction
	Course Objectives	A Good Match
	Summary	What It Takes to Volunteer
	The Need	Volunteer Opportunities
	Overview	Summary
	What is Literacy?	
	The State of Literacy	Share the Excitement
	Find Out More	Overview
	Your Turn	Benefits of Volunteering
	Summary	What's Right For You
		Summary
	Making the Difference	
	Overview	Summary
	Making a Difference in People's Lives!	Overview
	Making a Difference Across Our Country	Find a Nearby Literacy Program
	Literacy Providers Making a Difference	Next Steps
	Your Turn	Summary
	Summary	Course Review



## Before, During, and After – A Reading Comprehension Technique



**Description:** Comprehension - getting meaning from text - is the purpose of reading. While the definition is simple, the skills, strategies, and techniques that good readers use to comprehend what they read can be quite complicated and not so clearly defined, especially for someone who is learning to read. The fact is, adults with low literacy skills need direct instruction in reading comprehension because they will not discover effective strategies on their own.

This course features the Before, During, and After reading technique. This is a technique tutors and teachers can use to help students interact with text and systematically apply reading strategies that will improve their comprehension.

This course features instructional material from  **New Readers Press**  
Division of ProLiteracy® Worldwide

**Objective:** In this course participants will:

- Read definitions of reading comprehension
- Learn key components of comprehension
- Identify factors that aid reading comprehension and that cause roadblocks to reading comprehension
- Learn about three stages of reading comprehension
  - What happens before the student reads
  - What happens while the student is reading
  - What happens after the student reads
- Learn to teach comprehension using the Before, During, and After reading technique
- Learn to adapt the Before, During, and After reading technique for students to use independently
- See an example of the technique
- Have an opportunity to apply the technique

**Audience:** Experienced Volunteers

**Estimated Completion Time:** 60 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	The Before, During and After Technique
	Course Objectives	Lesson Objectives
	Course Navigation	The Technique of Reading
	What is Reading Comprehension	Before Reading
	Lesson Objectives	During Reading
	What is Reading Comprehension	After Reading
	Recognition, Understanding, Reaction and Application	Using the Technique Independently
	Aids and Roadblocks to Comprehension	Lesson Summary
	Reading Comprehension – Your Job as an Instructor	Summary
	Lesson Summary	Putting It All Together
		Course Review

# Unleashing Potential through Multi-Intelligent Literacy Instruction



**Description:** This course presents an overview of Howard Gardner's Theory of Multiple Intelligences, a recent learning theory that describes how all human beings have a variety of capacities or intelligences, and that we use a blend of these intelligences to learn and accomplish most tasks in life. By understanding the many ways that individuals learn, instructors and adult learners can be more effective in developing learning partnerships that harness student strengths, support more efficient mastery of content, increase retention of material, and lead to attainment of goals.

The course was developed by Leslie Shelton, PhD.

**Objective:** This course is designed to help you understand:

- the Theory of Multiple Intelligences (MI)
- what MI theory tells us about learning preferences
- how to create more effective strategies for literacy instruction
- how to increase understanding and skills
- how to introduce concepts using strengths
- how to engage a blend of intelligences in learning activities

**Audience:** New Volunteers

**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*. and some experience in literacy instruction.

**Outline:**

- Introduction
  - Course Objectives
  - Course Navigation
- Focusing on Strengths
  - Lesson Objectives
  - Understanding How We Learn
  - What is Intelligence?
  - Our Many Intelligences
  - Identifying and Assessing Intelligences
  - Lesson Summary
- Making Literacy Instruction Multi-Intelligent
  - Lesson Objectives
  - Creating Multi-Intelligent Lesson Activities
  - Creating Pathways to Understanding
  - Integrating Multi-Intelligent Approaches into Practice
  - Lesson Summary
- Summary
  - Putting It All Together
  - Course Review

## ***Technology and Literacy***

These courses focus on how to benefit from online learning and how technology can support the literacy development of children and adults.

## Succeeding as an Online Learner

**Description:** This course will enable you, the new ProLiteracy online learner, to become a successful online learning student. You will gain an understanding of how to navigate through the courses on ProLiteracy, and you will demonstrate the characteristics of successful online learning.

**Objective:** By taking this course, you will be able to:

- Navigate through ProLiteracy courses.
- Identify the technical requirements for taking ProLiteracy courses.
- Describe the benefits of online training.
- Recognize characteristics of effective online learners.

**Audience:** New Volunteers

**Estimated  
Completion  
Time:** 30 minutes

**Prerequisites:** There are no suggested prerequisites for this course.

**Outline:** Welcome  
    Course Objectives

    ProLiteracy Technical Information  
        Navigating Through Screens  
        Course Features  
        Technology Knowledge  
        Technical Requirements

    Online Learning at ProLiteracy  
        Strategies For Online Learning  
        Synchronous and Asynchronous Communication  
        Online Interaction  
        Communication in an Online Learning Environment

    Course Summary  
        Course Summary and Next Steps

## ***Literacy Program Administration***

These courses focus on skills and knowledge needed to be an effective literacy program administrator. Some of the topics covered include supervision, supporting staff in the use of volunteers, volunteer recruitment, training and retention, staff development, program evaluation, resource development, advocacy, collaboration, and governance.

## Making Evaluation Work for Your Program

**Description:** This course is primarily directed at those program directors and staff who are new to program evaluation in adult and family literacy. You will learn the basics of program evaluation and take away an evaluation framework to use in your adult or family literacy program. The importance of program evaluation to a variety of different audiences, including program staff, will be explained throughout the course.

**Objective:** In this course you will learn about the basics of program evaluation. By the end of the course you will:

1. Know the three purposes of program evaluation
2. Be able to select an appropriate evaluation tier, based on the nature of questions posed to you about your literacy program
3. Work through a six-step framework---applied to the tier you selected---to complete a plan for evaluation of your program
4. Decide whether you need an independent evaluator to help you with your program evaluation

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 30 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*, and *Family Literacy: An Intergenerational Approach to Learning*.

<b>Outline:</b>	Introduction	Using a Six-Step Framework to Complete Your Evaluation Plan
	Course Overview	Lesson Objectives
	Course Navigation	Introduction to the Steps
	A Rationale	Applying the Framework
	Evaluation 101	Your Turn
	Lesson Objectives	Lesson Summary
	A Definition of Program Evaluation	What's Next? Life with Data
	Purposes of Program Evaluation	Lesson Objectives
	From the Field	Managing Information
	The Importance of Audience	Does the Program Need an Independent Evaluator?
	Lesson Summary	Reporting
	Which Evaluation Tier is Right for My Program?	Lesson Summary
	Lesson Objectives	Course Summary
	Introduction to the Tiers	Putting It All Together
	Matching Questions with Tiers	Course Review
	Your Turn	
	Lesson Summary	

## Volunteers are Vital: Incorporating Volunteers into Your Program's Future

**Description:** Volunteers often provide the vital link that enables literacy programs to offer high-quality educational opportunities for adults and families seeking to improve their reading, writing and English-language skills. The roles that volunteers play in literacy programs are varied. Many programs rely solely on volunteers to teach students, while others use volunteers for fundraising, outreach, event planning, and public relations. No matter where you fall along the continuum, this course presents a blueprint for successfully incorporating volunteers into the day-to-day life of your program.

**Objective:** This course was developed by Diane J. Rosenthal, Executive Director, Literacy Volunteers – Stamford/Greenwich, Inc. Volunteers create a bridge into communities and help organizations succeed at their missions. At the end of this course, you will know:

- current trends in volunteerism in the United States
- potential benefits of involving volunteers in your program
- importance of setting goals and responsibilities for volunteers
- effective strategies for recruiting, training, supporting and recognizing volunteers

**Audience:** Program directors and staff  
**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, and *Orientation to ProLiteracy for Program Staff*

<b>Outline:</b>	Introduction Course Overview Course Navigation	Effective Volunteer Management Lesson Objectives Volunteer Qualifications and Job Responsibilities Volunteer Recruitment Writing the Volunteer Application Volunteer Recruitment Techniques Keeping Track of Volunteers Lesson Summary
	Volunteers and Your Program Lesson Objectives Volunteer Involvement Trends in Volunteerism Lesson Summary	Training, Supporting and Recognizing Volunteers Lesson Objectives Training Volunteers Supporting Volunteers The Art of Saying "Thank You": Recognizing Volunteers Build a Better Budget Lesson Summary
	Guidelines for Success Lesson Objectives Identifying Program Goals Preparing Volunteer Policy Guidelines Lesson Summary	Course Summary Putting It All Together Course Review

# Valuing Volunteers: Effective Methods of Retaining Today's Volunteers

**Description:** Volunteer literacy programs are reporting lengthy waiting lists and a reduction in the number of available volunteers. These volunteers are asking for more support, yet many programs have fewer resources than before. This course will show you how to recruit new volunteers by understanding their changing needs. You will also learn how to keep volunteers motivated and engaged in the mission of your agency by providing them the support and recognition they need.

**Objective:** In this course, you will

- learn how to assess volunteer needs and satisfaction
- find ways to determine the volunteer needs of your agency
- understand how to manage volunteers from a distance and keep them invested in the mission of the agency
- find out how to retain good volunteers through better support and recognition
- learn how you can utilize volunteers' strengths more effectively throughout your agency

**Audience:** Program directors and staff

**Estimated  
Completion  
Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, and *Orientation to ProLiteracy for Program Staff*, and *Volunteers are Vital: Successfully Incorporating Volunteers Into Your Program's Future*

<b>Outline:</b>	Introduction	Supporting and Retaining Your Volunteers
	Course Overview	Lesson Objectives
	Course Navigation	Effective Communication Methods
	How Satisfied are Your Volunteers?	How to Keep Volunteers in Line With the Agency's Mission
	Lesson Objectives	Managing Volunteers from a Distance
	Assess Your Volunteer Retention Rate	Providing Additional Training
	Why Volunteers Quit Before Being Placed	Lesson Summary
	Assessing Volunteer Satisfaction and Volunteer Needs	Recognizing Your Volunteers
	Lesson Summary	Lesson Objectives
	Utilizing Volunteers More Effectively	Thank You Goes a Long Way
	Lesson Objectives	What Motivates Volunteers?
	Delegating More Responsibility to Volunteers	Should All Volunteers Be Recognized in the Same Way?
	Utilizing Volunteers Skills more Effectively	Recognition Methods
	Utilizing In-Kind Volunteer Support	Lesson Summary
	When the Right Volunteer Match Hasn't Been Made	Course Summary
	How Accommodating Can You Be?	Putting It All Together
	Adult Learners and Board Members as Volunteers	Course Review
	Lesson Summary	



# How Can My Organization Get Involved In Literacy

**Description:** This course is designed for organizations that want to help improve the literacy skills of adults and families in their community. Through this course, you will learn how to assess your organization's capacity and be prepared to initiate a partnership with a literacy organization in your area.

**Objective:** In this course, you will

- Learn about the variety of adult and family literacy programs
- Explore the four roles your organization can play
- Evaluate the best level of support your organization can provide
- Create an action plan with a local adult or family literacy program
- Evaluate the effectiveness of your partnership

This course was developed by ProLiteracy Worldwide.

**Audience:** Service and community organizations that would like to provide volunteer services to literacy programs.

**Estimated Completion Time:** 45 minutes

**Prerequisites:** The prerequisite for this course is the ProLiteracy course *Orientation to Volunteering in Literacy*.

<b>Outline:</b>	Introduction	Approaching an Adult or Family Literacy Program
	Course Overview	Lesson Objectives
	Course Navigation	Contacting the Program
		Setting Up the Meeting
	The Different Types of Adult and Family Literacy Programs	Creating an Action Plan
	Lesson Objectives	Lesson Summary
	The Different Types of Agencies	Evaluation
	Lesson Summary	Lesson Objectives
		Evaluating Your Success
	Four Ways to Support Literacy	Lesson Summary
	Lesson Objectives	Course Summary
	Being an Advocate	Putting It All Together
	Volunteering	Course Review
	Providing Funding	
	Collaborations and Partnerships	
	Lesson Summary	
	Assessing Your capacity to Support an Organization	
	Lesson Objectives	
	Conducting an Organizational Self-Assessment	
	The Skills Bank	
	Lesson Summary	

## Creating Community Linkages

**Description:** Making connections to other agencies in your community is a central component of organizational success. You improve your organization's capacity to advance its mission and goals and better serve its stakeholders.

When you look at your organization, you may already see a web of relationships that support and stimulate it. You also see the potential in creating future linkages with community agencies. This course will help you choose your partners strategically and then determine the right kind of relationship to leverage the results you want.

**Objective:** In this course, you will

- Identify the reasons why linkages are important.
- Describe the characteristics of different types of relationships with other organizations.
- Understand the overriding importance of assessing your organizational goals, strengths, and needs before developing linkages.
- Recognize why some partnerships work, and why some don't even get off the ground.
- Map your current relationships with other organizations in your community.
- Begin to plan partnerships that will work best in your own situation.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 45 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, and *Orientation to ProLiteracy for Program Staff*.

<b>Outline:</b>	Introduction	Evaluating Your Organization
	Course Overview	Lesson Objectives
	Course Navigation	Defining Goals
	Benefits of Community Linkages	Assessing Strengths
	Lesson Summary	Addressing Limitations
	Types of Linkages	Expressing Values
	Lesson Objectives	Selecting Partners
	Connections	Taking Action
	Coordination	Lesson Summary
	Collaboration	Course Summary
	Examine Your Organization	Putting It All Together
	Lesson Summary	Course Review
	Components of Success	
	Lesson Objectives	
	Developing Common Goals	
	Barriers to Success	
	Reflection	
	Lesson Summary	

# Reducing Student Waiting Lists



**Description:** Many adult basic education and literacy programs across the country are unable to meet the immediate instructional needs of students. Rather than being able to offer students educational opportunities that will engage them as soon as they request services, programs have to place students on waiting lists. Some programs have hundreds of students on their waiting lists. In many programs students have to wait weeks or even months for instruction. Often, students' lives change during this waiting period and they end up never receiving the services they originally sought.

This course explores how and why student waiting lists are a problem for adult basic education and literacy programs and their students. It outlines what impact waiting lists have on programs and students and provides examples of affordable, replicable promising practices for effectively reducing waiting lists. Using the ideas discussed in the course, participants will be able to create a waiting list reduction plan to implement immediately in their own programs.

**Objective:** In this course, you will

- Identify and assess the causes and impact of waiting lists in adult basic education and literacy programs and in your own organization
- Identify potential strategies to reduce your waiting list from a collection of field-tested waiting list reduction practices
- Analyze at least one model program's waiting list reduction strategies after reviewing materials illustrating the strategies
- Chart key elements and action steps to implementing strategies to reduce your own program's waiting list immediately

This course was developed as part of the National Waiting List Reduction Effort, a national program improvement project developed by ProLiteracy America and funded by the Dollar General Literacy Foundation.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy courses *Succeeding as an Online Learner*, and *Orientation to ProLiteracy for Program Staff*.

<b>Outline:</b>	Introduction Course Overview Course Navigation	Seven Model Programs' Successful Strategies Lesson Objectives Model Program Case Studies Lesson Summary
	The Causes and Impact of Student Waiting Lists Lesson Objectives Causes of Waiting Lists Impact of Waiting Lists on New Students Impact of Waiting Lists on Programs Lesson Summary	Potential Strategies for Your Program Lesson Objectives Thinking About Strategies for Your Program Planning to Implement Strategies in Your Program Lesson Summary
	New Approaches to Reducing Student Waiting Lists Lesson Objectives Field Tested Strategies Ideas For and From Your Program Lesson Summary	Course Summary Putting It All Together Course Review

# Improving Learning Gains through Intensity of Instruction



**Description:** This course will demonstrate how you can improve learning gains by increasing intensity of instruction: providing two or more concurrent learning opportunities that utilize active learning. You will also investigate how to create new volunteer roles that support intensity of instruction. Based on a three-year project developed by ProLiteracy America and funded by The UPS Foundation, this course will demonstrate how three pilot project sites created additional learning opportunities for students by utilizing volunteers in new ways.

**Objective:** By successfully completing this course, you will have the tools to:

- Articulate why it is important to increase intensity of instruction for adult learners so they can make progress more quickly
- Assess your organization's capacity to increase intensity of instruction and understand what management practices are important for success
- Increase intensity of instruction for students in your program by: a) providing two or more concurrent learning opportunities that incorporate active learning and b) utilizing new volunteers in new volunteer roles
- Create an action plan to increase intensity of instruction in your program
- Create a system to assess your organization's effectiveness in increasing intensity of instruction.

**Audience:** Program directors and staff  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Assessing Organizational Capacity
	Course Overview	Lesson Objectives
	Course Navigation	Organizational Capacity – Students
	An Overview of Intensity of Instruction	Organizational Capacity – Volunteers
	Lesson Objectives	Assessing Your Ability to Increase Intensity
	Intensity of Instruction	Lesson Summary
	Meet the Pilot Programs	Creating Intensity of Instruction
	Lesson Summary	Lesson Objectives
	New Roles for New Volunteers	Identifying Instructional Opportunities
	Lesson Objectives	Creating an Intensity Action Plan
	Creating New Volunteer Roles	Refining Instructional Opportunities
	Recruiting and Training New Volunteers from New Volunteer Pools	Lesson Summary
	Volunteer Support, Satisfaction, and Retention	Evaluating Intensity
	Lesson Summary	Lesson Objectives
	Students as Active Learners	Overview of Data Collection and Management
	Lesson Objectives	Recording Instructional Hours
	An Overview of Active Learning	Assessing and Re-assessing Students
	Characteristics of Successful Students	Interpreting and Utilizing Data
	Recruiting and Orienting Students	Lesson Summary
	Student Support and Engagement	Course Summary
	Assessing Capacity	Putting It All Together
	Lesson Summary	Course Review

## Communicating Success to Stakeholders

**Description:** “Communicating Success to Stakeholders” is final course in the three part Performance Accountability Initiative series. In this course you will use data to highlight your program’s success, positioning it as a vital, relevant community service and thus attracting more resources. This course will guide you in 1) assessing your community’s needs, 2) developing tailored messages to diverse stakeholders, and 3) delivering those messages in innovative and effective ways. The guiding premise of this course is that effective communication of a program’s success will enable it to attract resources to continue to improve its services and increase community impact.

**Objective:** Upon completing this course, you will be able to:

- Use data to position your program as a relevant service in your community
- Communicate your program’s message and adapt it for diverse audiences
- Strategically identify potential community partners with whom to build sustainable relationships
- Assess your program’s strengths and weaknesses in communicating with stakeholders
- Create a plan to adapt and use at least one promising practice to improve how you communicate success to your stakeholders.

**Audience:** Program Managers and Staff  
**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

<b>Outline:</b>	Introduction	Check Your Understanding
	Course Overview	Activity
	Course Navigation	Lesson Summary
	Computer Software Updates	
	Course Activities	The Numbers
	Tips for Planning Online Learning Time	Lesson Objectives
	Setting and Evaluating Course Goals	The Role of Numbers in Your Message
	Summary	Outputs, Outcomes, and Impacts
	Finding Your Niche	Return on Investments (ROI)
	Lesson Objectives	Check Your Understanding
	Getting Started	Activity
	Know your Community	Lesson Summary
	Community Assets	Distributing Your Message
	Your Niche	Lesson Objectives
	Check your Understanding	The Look of Your Materials
	Activity	Using Text, Pictures, and Graphs
	Lesson Summary	Avenues for Distribution
	Creating Messages	The Messenger
	Lesson Objectives	Check Your Understanding
	Connecting with Your Stakeholders	Activity
	Check your Understanding	Lesson Summary
	Activity	Being Prepared
	Lesson Summary	Lesson Objectives
	The Story	Being Prepared—In Person
	Lesson Objectives	Activity
	The Power of Storytelling	Being Prepared—On Paper
	Establishing Your Story’s Purpose	Check Your Understanding
	What Makes a Good Story	Activity 2
	Collecting Stories	Lesson Summary
		Course Summary
		Course Review

## Creating a Volunteer Program in the ABE/ESL Classroom

**Description:** This Course will help you design a comprehensive volunteer program, or strengthen an existing one, to better serve students in your organization. You will explore the benefits of working with volunteers and receive step-by-step instructions for incorporating volunteers into your organization. You will leave with authentic materials to adapt and use. This course is for program directors or coordinators who want new ideas about incorporating volunteers to improve or expand services- instructional and non-instructional- to adult literacy and English language learners.

**Objective:** Upon successfully completing this course, you will be able to:

- Describe the components of the Volunteers in ABE/ESL model
- Prioritize your organization's areas of need based on this model
- Draft a project plan using field-tested resources for creating a volunteer program

**Audience:** Program Managers and Staff

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:**

Introduction	
Course Overview and Objectives	
Course Navigation	Course Summary
Course Activities	Summary
Discussion Post Self- Assessment Tool	Course Review
Setting and Evaluating Course Goals	
The Project	
Summary	
Why Do You Need a Volunteer Program	
Lesson Objectives	
Assessing Your Need	
Determining How Volunteers Can Help	
Lesson Summary	
The Volunteers in ABE/ESL Model	
Lesson Objectives	
The Project	
Program Planning and Budgeting	
Staff Involvement: Their Roles and	
Development	
Clarifying Volunteer Roles and Responsibilities	
Community Outreach and Public Image	
Volunteer Recruitment	
Volunteer Training and Development	
Volunteer Recognition and Support	
Evaluation	
Lesson Summary	
Putting It Together	
Lesson Objectives	
Creating a Project Plan	
The budget	
Lesson Summary	

## Data Analysis for Program Decision-Making

**Description:** Data analysis for decision-making is at the heart of the performance accountability initiative, highlighting how to effectively review and use data. The second in a three part series, this course guides you in 1) identifying needs for program improvement based on data analysis and 2) using a team approach to plan, implement and evaluate program changes. The underlying premise of the course is that all aspects of data driven decision-making become organizational practices, thereby establishing a culture of continuous improvement.

**Objective:** In this course you will:

- review promising practices of data analysis for decision-making
- reflect on your local program practices for using data to make decisions for program improvement
- practice data analysis skills
- review a process for implementing data-driven program improvement
- assess a team approach for improving your program's "culture of accountability"
- create a plan to use at least one promising practice to improve your program's data analysis for decision making

**Audience:** Program Managers and Staff

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

### **Outline:**

Introduction	
Course Overview and Objectives	
Course Navigation	
Computer Software Updates	
Course Activities	
Discussion Post Self- Assessment Tool	
Tips for Planning Online Learning Time	
Setting and Evaluating Course Goals	
Summary	
Setting the Stage for Continuous Improvement	
Lesson Objectives	
What is Continuous Program Improvement?	
Continuous Improvement versus Authoritarian Management	
Activity: Program Self Assessment	
Check Your Understanding	
Lesson Summary	
The Role of Data	
Lesson Objectives	
The Role of Data	
Tips for Creating a Data Driven Culture	
Activity: Internal Program Audit	
Check Your Understanding	
Lesson Summary	
Data Analysis practice	
Lesson Objectives	
Data Crosschecks	
Data Set 1 Practice	
Data set 2 Practice	
Examples form Model Programs	
What to look for When...	
Check your Understanding	
Lesson Summary	
Team Dynamics	
Lesson Objectives	
Decision-making Teams	
Effect Teams	
Crucial Points of Collaboration	
Skills Checklist	
Lesson from an Architect	
Activity: Team Effectiveness Survey	
Check Your Understanding	
Lesson Summary	
Decision Making Tools	
Lesson Objectives	
Structured decision Making	
Tool #1: Six Thinking hats	
Tool #2: Force Field Analysis	
Tool #3: If...Then	
The Role of Intuition	
Activity: Use One of the Tools	
Check Your Understanding	
Lesson Summary	
The Planning Process	
Lesson Objective	
The Planning Process	
The Value of Pilot tests	
The Value of Evaluation	
Activity: Create a plan for improvement	
Check Your understanding	
Lesson Summary	
Course Summary	
Summary	
Course review	

## Data Collection and Management

**Description:** Accountability confronts today's literacy programs as both a challenge and an opportunity. In the past, programs have often responded to accountability requirements only when an outside source pressured them to do so. But everyone with a connection to a literacy program wants to be sure that his or her time, money, and energy are well spent. Today, more and more programs are creating and initiating strategies to help them to improve their own performance. As a result, they are becoming more accountable to their students, their instructors, their board, their community, and their supporters. They can show all of these groups in black and white exactly how well the program is performing. This course is the first of a forthcoming three course series on program performance accountability. It presents sound program practices based on collecting and managing student data.

**Objective:** In this course you will:

- Understand that accountability is a key support for program improvement
- Complete a self-assessment of your program's accountability needs
- Define what your program means by active student, dropped student, and other accountability-related terms
- Identify data quality standards and strong accountability practices for collecting and managing data
- Identify a minimum of one model program accountability practice you will adapt and implement, and describe how it will support your program's improvement plans
- Draft plans for improving accountability practices within your program that might address data collection, data management, creating a culture of program improvement

**Audience:** Program Managers and Staff

**Estimated** 90 minutes

**Completion**  
**Time:**

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction

Course Overview and Objectives

Course Navigation

Course Activities

Discussion Post Self- Assessment Tool

Tips for Planning Online Learning Time

Setting and Evaluating Course Goals

Summary

Using Data for Continuous Program Improvement (CPI)

Lesson Objectives

Accountability Vs. Program Improvement

What is Accountability

Program Self Assessment

The Power of Data

CPI—It's Like critical Thinking

Lesson Activities

Lesson Summary

Collecting Your Data

Lesson Objectives

Student Intake/Orientation

Student Assessment

Student Goals

Student Attendance

Data Quality

Lesson Activities

Lesson Summary

Managing Your Data

Lesson Objectives

Database Considerations

Defining Terms

Staff Responsibilities

Data Confidentiality

Check Your Understanding

Lesson Activity

Lesson Summary

Creating a Culture of Accountability

Lesson Objectives

Leadership

Staff Training

Staffing Considerations

Lesson Activities

Lesson Summary

Putting It into Action

Lesson Objective

Decision Points

Action Plan

Course Summary

Course review



## Literacy and Home Safety: Partnering to Save Lives

**Description:** Every year, approximately 3,400 people in the United States die from home fires. At the same time, millions of adults and their families are at risk of death and injury because they cannot read or understand existing information about fire safety or other safety topics such as preparing for disasters. The Home Safety Literacy project (HSLP), sponsored by the Home Safety Council in partnership with ProLiteracy and Fire Protection Publications at Oklahoma State University, uses two tested strategies to address this critical problem: 1) Instructional materials (available in English or Spanish for a range of levels) that are designed especially for adults and that can be used by literacy instructors to teach or reinforce reading, writing, listening, and speaking skills while at the same time teaching key safety messages. For the topic of fire safety the two primary messages are: Install and maintain smoke alarms and plan and practice home fire drills. 2) A partnership between adult and family literacy providers and their local fire departments or emergency preparedness experts who support the learning with presentations, consultation, and other activities such as installation of smoke alarms and home safety checks.

**Objective:** Upon completing this course, you will:

- Understand some of the challenges faced by fire and life safety educators and literacy providers
- Be able to describe the HSLP model and materials to others
- Be able to describe how literacy and safety personnel can partner to implement the project in their local communities
- Be able to initiate an HSLP project in your community

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction  
Course Objectives and Overview  
Course Navigation

Why Safety and Literacy?

Lesson Objectives  
A Few Facts to Think About  
Three Myths About Fire  
Three Myths About Literacy  
A Word About Reading Levels  
Lesson Summary

Course Summary

Putting it All Together  
Course Review

The Home Safety Literacy Project Materials

Lesson Objectives  
Overview of the Materials  
Student Materials  
Support Materials  
Matching the Materials to the Student  
Lesson Summary

The Partnership

Lesson Objectives  
Finding Your Partner  
Identifying Partner Responsibilities  
Making a Plan  
Building in Flexibility  
Be Open to Learning  
Applying the Partner Model to Other Topics  
Lesson Summary

## Literacy for Social Change

**Description:** For women and men seeking to improve the quality of their lives, lack of literacy skills becomes a major obstacle to success. Through a unique alternative that effectively combines learning, participatory dialogue, and action, adult literacy instruction can become a powerful and motivational tool to advance and even accelerate economic self-sufficiency, family health, human rights, environmental issues, children's education, peace, and participation in civil society. In this course, you will learn about practical methods for integrating literacy and community development.

**Objective:** Upon completing this course, you will:

- Identify specific reasons why adult learners enter literacy programs
- Describe what makes adult literacy programs effective
- Compare and contrast learner-guided and teacher-guided instruction techniques
- Effectively use a tool designed to combine literacy and community development initiatives
- Evaluate how various programs integrate literacy for social change practices
- Identify what you can do to improve literacy through social change

**Audience:** Program Managers and Staff

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction

Course Objectives and Overview

Course Navigation

Setting and Evaluating Course Goals

Lesson Summary

Course Summary

Putting it All Together

Course Review

Effective Literacy Programs

Lesson Objectives

Elements of Effective Literacy Programs

Why Adults Enter Literacy programs

Learner-Guided Instruction

Lesson Review

Lesson Summary

The FAMA Method

Lesson Objectives

Codes: Effective Tools for Facilitators

FAMA

Challenges in Facilitating FAMA

Integrating Literacy into FAMA

Lesson Summary

Choosing and Using Codes

Lesson Objectives

Appropriate Codes

Developing an Activity Using Codes

Lesson Summary

## Overcoming Poverty through Action- Based Literacy

**Description:** The purpose of this course is to build awareness of the problem of literacy worldwide and to promote the practice of integrating literacy into community development issues. The course will focus on an approach called Literacy for Social Change and describe best practices for integrating literacy with issues such as health, human rights, environment, peace and conflict resolution, children's education, and economic self reliance. In this course you will explore the worldwide issue of illiteracy. You will learn how literacy learners can apply their new skills to make important changes in their lives and communities. You will learn why literacy is critical to alleviating poverty and become familiar with a strategy for integrating literacy and community development.

**Objective:** In this course you will:

- Examine the worldwide problem of illiteracy
- Discover how fundamental community issues such as health, human rights, peace and conflict, and the environment can be integrated into literacy instruction
- Examine best practices worldwide where students are using literacy skills to create action plans and apply solutions to their everyday problems

**Audience:** Program Managers and Staff

**Estimated  
Completion  
Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:** Introduction

Course Objectives and Overview

Course Navigation

Setting and Evaluating Course Goals

Lesson Summary

Course Summary

Course Summary

Course Review

The Problem of Illiteracy Worldwide

Lesson Objectives

Literacy and Poverty

Investing in Literacy

Literacy and Your Community

Lesson Review

Lesson Summary

Literacy-More than Reading and Writing

Lesson Objectives

International Definitions of Literacy

A Holistic Definition of Literacy

Literacy for Social Change

Lesson Review

Lesson Summary

Combining Literacy and Social Change

Lesson Objectives

Economic Self-reliance (Micro-enterprise)

Health

Environment

Peace building and Conflict Resolution

Human Rights

Children's Education

Literacy, Social Change, and You

Lesson Review

Lesson Summary

## Using Volunteers in Your Adult Education Classroom

**Description:** Paid teachers can improve services for adult learners by incorporating volunteers in and out of the classroom. This course explores the benefits of working with volunteers and gives teachers the tools they need to effectively incorporate volunteers and gives teachers the tools they need to effectively incorporate volunteers in the classroom. Although this course focuses primarily on the role of volunteers as instructional assistants, much of the course content is relevant to working with other types of volunteers as well.

**Objective:** Upon successful completion of this course, participants will be able to:

- Explain what motivates people to volunteer
- Describe a variety of instructional and non-instructional roles that volunteers can fill in the classroom
- Describe the types of support volunteers can provide to students outside of the classroom
- Effectively communicate with volunteers
- Oversee volunteers in and out of the classroom

**Audience:** Program Managers and Staff

**Estimated Completion Time:** 90 minutes

**Prerequisites:** Suggested prerequisites for this course include the ProLiteracy course *Succeeding as an Online Learner*.

**Outline:**

Introduction	
Course Overview and Objectives	
Navigation	Interpreting the Data
Course Activities	Volunteer Surveys
The Volunteers in ABE/ESL Project	Lesson Summary
Lesson Summary	
Why Use Volunteers in the Classroom?	Course Summary
Lesson Objectives	Course Summary
Understanding Your Attitude Toward Volunteers	One Program's Experience
Exploring What You Need	Reviewing Your Attitude toward Volunteers
How Can Volunteers Meet Your Needs?	Course review
Lesson Summary	
Getting Started with Volunteers	
Lesson Objectives	
Understanding Volunteer Motivation	
Program Versus Teacher Responsibility	
Bringing Volunteers on Board	
One Program's Experience	
Lesson Summary	
Working with Volunteers	
Lesson Objectives	
Effective Communication	
Setting Appropriate Boundaries	
Identifying Specific Training Needs	
Providing Feedback to Volunteers	
Recognition and Retention	
Revolving Issues	
One Program's Experience	
Lesson Summary	
Evaluating Your Volunteer Program	
Lesson Objectives	
Collecting Data	