



Literacyworks AND



PRESENT

Adult Literacy and Education Quality Internet Resources

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LITERACYWORKS <http://literacyworks.org>

Literacyworks, an educational nonprofit organization, was created to address the unmet needs of underprivileged and underrepresented adults, families and children. By using educational technology to increase the quality, availability, and accessibility of literacy curriculum for individuals with low literacy skills, Literacyworks is helping people secure better jobs, become better parents, and contribute more to their community. Literacyworks manages Western/Pacific LINCS.

Organizations with Online Resources

CALIFORNIA LIBRARY LITERACY SERVICES <http://literacyworks.org/cls>

The mission of California Library Literacy Services is to enable Californians of all ages to reach their literacy goals and use library services effectively.

CENTER FOR ADULT ENGLISH LANGUAGE ACQUISITION ESTABLISHED (CAELA)
<http://www.cal.org/caela>

The purpose of the new Center is to assist states with emerging populations who are learning English as a second language (ESL). Center staff will work with state representatives so that they will have the capacity to promote the English language learning and academic achievement of adults learning English.

THE CENTER FOR APPLIED LINGUISTICS <http://www.cal.org>

The Center for Applied Linguistics most often called simply "CAL". CAL is a private, nonprofit organization that has been involved in applying research and information about language and culture to educational, cultural, and social concerns since 1959.

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM <http://www.casas.org>

The Comprehensive Adult Student Assessment System (CASAS) is a non-profit organization that provides competency-based curriculum management, assessment and evaluation systems to education and training programs. These systems are learner-centered and are designed to meet the needs of adults and youth in today's multi-cultural society.

**EDUCATIONAL TECHNOLOGY TASK FORCE: ARIZONA DEPARTMENT OF EDUCATION/
DIVISION OF ADULT ED** <http://www.literacynet.org/aztech>

This site is sponsored by the Educational Technology Task Force (ETTF) of the Arizona Department of Education/Division of Adult Education in cooperation with Literacyworks, which coordinates Western/Pacific LINCS. The purpose of the ETTF is to establish themes, priorities, and a strategic plan that will guide the effective use of technology in adult education for the duration of the Arizona Five Year Plan for Adult Education. The Task Force will provide the framework for the most efficient application of technology for Adult Education in the areas of student instruction, staff development, and administrative functions.

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION
<http://www.calpro-online.org/ERIC/index.asp>

Located at the Center on Education and Training for Employment (CETE), the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of 16 clearinghouses in the ERIC system. ERIC/ ACVE provides comprehensive information, publications, and services in adult and continuing education, all aspects of career education, & vocational & technical education including work force preparation.

ERIC CLEARINGHOUSE ON READING, ENGLISH, AND COMMUNICATION (ERIC/REC)
<http://reading.indiana.edu>

This site is dedicated to providing educational materials, services, and coursework to everyone interested in the language arts. It also offers lesson plans.

HAWAI'I STATEWIDE LITERACY NETWORK <http://literacynet.org/hawaii>

This is a statewide literacy web site developed enable the public access to literacy and educational resources. Clicking on the Programs and Activities button will connect you to a directory listing of literacy services and resources. Clicking on an island icon on that page will provide you information of services and resources by island locations.

HAWAI'I FAMILY LITERACY CONSORTIUM (HFLC) <http://literacynet.org/hflc>

The vision of the Hawaii Family Literacy Consortium (HFLC) is to help create a literate Hawai'i where families read, write, reason and communicate so they can fulfill their hopes in a safe, thriving, diverse and healthy society. HFLC was formed via a US Department of Education Even Start grant to unify, strengthen and expand family literacy services in Hawaii.

NATIONAL ADULT LITERACY DATABASE (CANADA) <http://www.nald.ca>

The National Adult Literacy Database Inc. (NALD) is a federally incorporated, non-profit service organization, which fills the crucial need for a single-source, comprehensive, up-to-date and easily accessible database of adult literacy programs, resources, services and activities across Canada.

NATIONAL CENTER ON ADULT LITERACY (NCAL) <http://ncal.literacy.upenn.edu>

The National Center on Adult Literacy (NCAL), founded through a major grant from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), was established in 1990 to provide national leadership in research and development in the field of adult literacy. NCAL seeks to improve the quality of adult literacy programs and services on a nationwide basis by means of applied research and development and dissemination of the results.

NATIONAL CENTER FOR THE STUDY OF WRITING AND LITERACY (NCSWL)
<http://www-gse.berkeley.edu/research/NCSWL/csw.homepage.html>

The mission of the Center is to improve understanding of how writing is best learned and taught--from the early years through adulthood. The Center supports research projects examining how students learn to write, how teachers can best help students who come from an increasing diversity of cultural backgrounds, how writing can be used more effectively across the curriculum, how larger social forces (such as ethnic background, relations with family members, social class, and the neighborhood) affect success in school, how we might develop better ways to assess what students are learning, and how new technologies and new demands in the workplace affect the literacy skills students need to learn.

PROLITERACY WORLDWIDE <http://www.proliteracy.org>

The merger of the world's two adult volunteer literacy organizations, Laubach Literacy International and Literacy Volunteers of America, Inc. has become ProLiteracy Worldwide.
Online Literacy Curriculum and Material

Basic Reading, Writing, And Comprehension

LEARNING RESOURCES: CNN, CBS 5 SAN FRANCISCO, AND LITERACYWORKS

<http://literacynet.org/cnnsf>

The Learning Resources site offers web-delivered instruction using current and past CNN San Francisco bureau news stories. Literacyworks (Western/Pacific Literacy Network) and the CNN San Francisco bureau have partnered to develop an online literacy site that benefits all learners and instructors. This material is intended for adult literacy and educational purposes. Though the intended audience is adults, instructors and learners (of all ages) are encouraged to use this material to promote better literacy.

Each module includes the full text of each story and interactive activities to test comprehension. The learner can choose to read the text, listen to the text, and view a short video clip of the story. Each module is designed for ease of use so the learner can use it independently. The instructor can also incorporate any story into class activities and lesson plans.

LITERACY CONNECTIONS <http://www.literacyconnections.com>

This site provides a wealth of information on reading, teaching and tutoring techniques, ESL literacy, and adult literacy. Resources are useful for teachers, volunteers, and directors of literacy programs. Topics include the language experience approach, phonics, word study, and the best in children's literature.

THE WISCONSIN ONLINE RESOURCE CENTER PROJECT <http://www.wisc-online.com>

The Wisconsin Online Resource Center project is a Web-based teaching, learning, and assessment resource center for instructors to use when designing or revising online courses. The goals of the project are to accelerate the development of quality online courses while, at the same time, minimizing the cost of course development by identifying and sharing best practices.

Civics

EASYVOTER AND THE EASY READING VOTER GUIDE – CALIFORNIA, COLORADO, AND NEVADA

CA: <http://www.easyvoter.org>;

NV: <http://www.easyvoter.org/nevada>;

CO: <http://www.easyvoter.org/colorado>

This site is dedicated to the education of new voters. The goal of the EasyReading Voter Guide is to give an overview of upcoming elections and let the reader decide which candidates and measures they want to learn more about. It also includes learning modules on How to Register to Vote, How to Pick a Political Party and How to Vote.

CIVIC PARTICIPATION AND CITIZENSHIP COLLECTION <http://www.nelrc.org/cpcc>

The Civic Participation and Citizenship Collection collection you find annotated web sites and original materials that cover a wide range of topics related to community action and active citizenship. This collection was built with an emphasis on informed activism to serve adult educators in diverse settings.

ENGLISH LITERACY AND CIVICS EDUCATION (EL/CIVICS)

<http://www.cde.state.co.us/cdeadult/ELCivics.htm>

This is a resource site for EL/Civics Education projects under the Colorado Department of Education.

CIVIC PARTICIPATION AND COMMUNITY ACTION SOURCEBOOK

<http://hub1.worlded.org/docs/vera/index.htm>

Published by the New England Literacy Resource Center, this resource for adult educators provides a collection of narratives (written mostly by teachers) of community education and action projects. It also includes a variety of “prep and practice” activities.

THE PROCESS OF ENGLISH AND CIVICS EDUCATION (PEACE)

<http://www.caliteracy.org/education/esl-civics>

California Literacy developed a low-level ESL curriculum incorporating civics education designed to inspire students to use their emerging language skills to problem solve and apply these lessons to their lives outside of the classroom. The core text features pictures and true stories of immigrants who have been change agents in their homes, workplaces and communities. The curriculum consists of thirteen units, each containing three modules for low beginning, high beginning and low intermediate. These units are based upon major life skill areas such as housing, health, money matters, school, work, safety, etc.

CIVIC PARTICIPATION AND COMMUNITY ACTION SOURCEBOOK: A RESOURCE FOR ADULT EDUCATORS

<http://easternlincs.worlded.org/docs/vera>

This sourcebook developed by the New England Literacy Resource Center aims to reflect these many dimensions of civic and community involvement. Its purpose is to present a range of tools that can help readers examine their own beliefs about community, citizenship, democracy, etc.; identify and analyze issues that concern them; and build skills and strategies to take informed action.

ESL

ENGLISH AS A SECOND LANGUAGE HOME PAGE

<http://www.rong-chang.com>

This home page is a starting point for ESL learners who want to learn English through the World Wide Web. Some people have created ESL learning materials for the Web. This home page links you to those ESL sites and other interesting places.

ESL (ENGLISH AS A SECOND LANGUAGE) TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE) AN INTERACTIVE TOEFL TESTING SITE

<http://www.toefl.org>

TENNESSEE ESOL CURRICULUM RESOURCE GUIDE (PDF)

<http://aeonline.coe.utk.edu/esolcrg.pdf>

For Tennessee adult ESOL teachers, this pdf is a good resource for all ESOL instructors.

LESSON PLANS FOR ADULT ESOL

<http://www.palmbeach.k12.fl.us/adultesol/high.html>

Lesson Plans for Adult ESOL were written by classroom teachers in Palm Beach County. The lesson plans are designed to be used as a starting point or spring board for the delivery of good sound instruction. They are specifically designed so that teachers can add their own ideas and activities to enhance the basic lessons. Activity sheets have been developed for most lessons so that teachers can use the lessons even if they cannot access the textbooks listed. None of the activity sheets are copyrighted and can be legally photocopied without the need to obtain permission.

See also: Oregon ESL Family Literacy Curriculum under Family

Family

CALIFORNIA REACH OUT AND READ <http://www.ca-reachoutandread.org>

California Reach Out and Read is a statewide network of pediatric professionals who distribute books to families with young children. It is part of the national Reach Out and Read organization. Literacyworks provides fiscal agency support for the network.

PARENTING FOR HISPANIC FAMILIES <http://www.literacynet.org/phf>

The goal of this project is to provide Hispanic families with interesting, simple, and easily-accessible materials that will help them acquire skills in raising happy, productive and confident children in the United States.

AMERICAN LIBRARY ASSOCIATION: PARENTS PAGE

<http://www.ala.org/ala/pio/parentspage/parentspage.htm>

OREGON ESL FAMILY LITERACY CURRICULUM <http://www.nwlincs.org/fmlt/toc.htm>

Adult Educators from Even Start and ESL programs at Portland Community College and Clackamas Children's Commission worked together with Oregon State University to create a framework for English as a Second Language instruction in a family literacy program. These lesson plans have a clear outcome and explore new ways to evaluate learners' abilities. They also wanted to pull together CASAS, Even Start quality indicators, parents' goals and Equipped for the Future into a holistic approach.

SHOW ME FAMILY LITERACY! <http://www.lift-missouri.org/resources/smfl/smfl.html>

Missouri's Guide for Establishing Family Literacy Programs

FAMILY LITERACY RESOURCE NOTEBOOK <http://literacy.kent.edu/Oasis/familitnotebook>

This manual contains information on all aspects of family literacy programs, from getting started to evaluation.

FAMILY LITERACY STARTER KIT <http://www.aelweb.vcu.edu/pdf/familitkit.pdf>

The Family Literacy Starter Kit offers general background information and an overview of the issues for adult education and literacy staff members and/or volunteers. It is written for adult educators who are planning a new family literacy program or expanding family literacy-related services, but it may also be helpful information for a new staff person in an existing program. It is intended as a first reference, not a complete guide. The family literacy field grows richer in resources every day, and we do not need to duplicate existing materials.

Also see: Healthy Families: Family Health Literacy under Health

Also see: Family Literacy under LINCS Special Collections

Financial Literacy

HOW TO BUY A HOME: FANNIE MAE FOUNDATION <http://literacyworks.org/fmfhome>

In partnership with the Fannie Mae Foundation, Literacyworks and Western Pacific LINCS have adapted the Foundation's excellent "Homebuying Readiness" workbooks. This is an interactive Web site based on the paper versions of Fannie Mae Foundation's How to Buy a Home in the United States and How to Buy

Your Own Home. It includes the “Expanding Your Resources: Tools for Teachers” section of The Money Management and Home-Buying Readiness Sourcebook providing additional resources for the topics covered. There workbooks, one geared toward learners in Adult Basic Education programs, the other written for English as a Second Language learners. Each workbook has two versions, one for students and one for teachers, which includes lesson plans and answer keys. The online versions of these workbooks contain nearly 100 interactive exercises and dozens of printable PDF versions of the worksheets found in the workbooks.

PROJECT MONEY <http://www.projectmoney.org>

Project Money was developed by Common Knowledge and Project Read San Francisco with support from Literacyworks and the California State Library to make financial literacy accessible for adult learners.

Health

THE CALIFORNIA TASK FORCE ON YOUTH AND WORKPLACE WELLNESS

<http://www.wellnesstaskforce.org>

The State Legislature launched the California Task Force on Youth and Workplace Wellness in 2002 to address the critical issues of physical activity and nutritional health in California’s schools and workplaces. The Wellness Task Force, as a public/private endeavor, brings together educators, health advocates, health providers, athletes and legislators. The mission of this multi-disciplinary Task Force is to create and promote programs and policies, which decrease the obesity rates in California’s schools and workplaces.

HEALTHY FAMILIES: FAMILY HEALTH LITERACY

<http://www.literacynet.org/svdh/familyhealth/index.html>

This site provides easy to understand information for parents on the topics of Childcare, Discipline, Health, Learning, Reading, Safety, and other family health related resources.

HEALTH AND LITERACY COMPENDIUM <http://www.worlded.org/us/health/docs/comp>

Contains general health literacy resources, including materials development and preparing to teach health in literacy classrooms.

CULTURE, HEALTH AND LITERACY <http://www.worlded.org/us/health/docs/culture>

Focuses on resources for multicultural populations and materials available in languages other than English.

THE EL PASO COLLABORATIVE HEALTH LITERACY CURRICULUM

<http://www.worlded.org/us/health/docs/elpaso/index.htm>

This website contains health literacy lessons there were developed by staff at the El Paso Community College/Community Education Program. All the lessons were developed using the EPCC/CEP Five-Step Model.

VISTING THE DOCTOR <http://literacynet.org/vtd>

This is a website for ESL students who have come recently come to the United States from another country, With this website students can practice the language they need for getting medical care.

KIDSHEALTH: THE NUMOURS FOUNDATION http://kidshealth.org/index_noflash.html

See also: Health & Literacy under LINCS Special Collections

See also: Visiting the Doctor under Instructor Designed Interactive Sites

Learning Styles

MULTIPLE INTELLIGENCES FOR ADULT LITERACY AND ADULT EDUCATION (UPDATED JULY 2002) <http://literacyworks.org/mi>

Excellence for All: Focusing on Learning Strengths is a project, which has explored the ways in which adult learners with low literacy skills learn most effectively. It features an instructional model, which strengthens the emphasis on understanding a student's learning styles by applying the Theory of Multiple Intelligences by Dr. Howard Gardner of Harvard University to basic skills instruction.

LEARNING TO LEARN...WITH STYLE <http://literacynet.org/lp/learn2learn/home.html>

Learning to Learn... with Style is designed to be adaptable to various class structures. It can be used with whole classes, in small groups, or on an individual basis. The information presented is intended to be accessible to a wide variety of adult learners. However, learning styles theory has not been validated with second language learners; cultural and linguistic factors could interfere with the satisfactory use of this learning styles package.

Workplace

INTEGRATED CURRICULUM FOR ACHIEVING NECESSARY SKILLS (I-CANS) <http://literacynet.org/icans>

I-CANS was developed as a skills-based instructional system for all providers of basic skills instruction to youth and adults. It assists learners to achieve the skills necessary to function on the job and in society, to achieve their personal goals, and to increase their knowledge and develop their full potential. The I-CANS project is coordinated by the ABLE Network, the program and staff development resource center for the Office of Adult Literacy.

WORKPLACE ESL INSTRUCTION: INTERVIEWS FROM THE FIELD <http://literacynet.org/eslwp>

Just as the workplace itself is changing, ESL educators need to change in order to be successful in workplace ESL instruction. They need to learn new skills, to learn about specific jobs and how work is done in the private sector, and about creative problem solving and team-based management.

WORKPLACE BASIC SKILLS IN WASHINGTON STATE <http://literacynet.org/workbasics>

This site offers information, resources and technical assistance to help employers successfully create and support workplace basic skills programs.

See also: Workforce Education under LINCS Special Collections

Science

OCEAN SCIENCE STATION <http://literacyworks.org/ocean>

Ocean Science Station was created to support a series of scientific research journeys with learning activities that could be used by literacy programs. Students can follow along as teachers and graduate students accompany these voyages and post daily journals and reports. Ocean Science Station is partially funded by the National Science Foundation.

POLAR SCIENCE STATION <http://www.literacynet.org/polar>

Polar Science Station, like its sister site Ocean Science Station, was created to support a series of scientific research journeys with learning activities that could be used by literacy programs. Students can follow along as teachers and graduate students accompany these voyages and post daily journals and reports.

Instructor Resources

EQUIPPED FOR THE FUTURE <http://eff.cls.utk.edu>

Equipped for the Future—the National standards-based educational improvement initiative for adult basic education and English language learning. Here you will find content standards and a rich collection of supporting products to guide adult learning, instruction, and assessment. This website brings together resources for adult learners, teachers of adults, and anyone interested in the quality and results of adult literacy programs.

See also: Assessment under LINCS Special Collections

Instructor Designed Interactive Sites

TEACHING FROM A HISPANIC PERSPECTIVE: A HANDBOOK FOR NON-HISPANIC ADULT EDUCATORS <http://literacynet.org/lp/hperspectives>

This handbook is geared toward non-Hispanic ESOL teachers who teach Hispanic adult education students. The issues addressed in this handbook are intended to ease the tension caused by the cultural misunderstandings between the Hispanic adult student and the non-Hispanic ESOL teacher. Also, since this handbook is presented as an evolving document, ESOL instructors and other interested readers are invited to add to the individual topics discussed.

TEACHING AND LEARNING WITH NATIVE AMERICANS: A HANDBOOK FOR NON-NATIVE AMERICAN ADULT EDUCATORS <http://literacynet.org/lp/namericans>

This handbook is geared toward for Non-Native American Adult who teaches Native American adult education students.

VISITING THE DOCTOR: LESSONS IN LANGUAGE AND CULTURE <http://literacynet.org/vtd>

Visiting the Doctor is a web site for ESL students. It is especially helpful if a learner has recently come to the United States from another country and needs to visit a doctor. The site helps ESL students practice language needed in getting medical care through vocabulary lessons and activities. This site was developed through a Western/Pacific LINCS mini grant.

NIFL LINCS

WESTERN/PACIFIC LINCS <http://literacynet.org/lincs>

Western/Pacific LINC (part of the NIFL Literacy Information and Communication System) is a premier Web-based resource for the literacy community. The Western/Pacific Literacy Network has established an on-line interactive structure for increasing communication and sharing information about adult literacy among the eighteen western states and Pacific islands.

Western/Pacific LINC covers nine time zones and numerous international telecommunication infrastructures. The states and Pacific islands in Region IV are: Arizona, California, Colorado, Hawaii, Nevada, New Mexico, American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, and Palau.

Western/Pacific LINC is one of five Regional Technology Centers (the Ohio Literacy Resource Center, the Tennessee Literacy Resource Center at the Center for Literacy Studies, the New England Literacy Resource Center and the State Literacy Resource Center of California) funded by the National Institute for Literacy.

The other Regional LINC sites are:

Region I RTC Eastern LINC: <http://www.easternlincs.org/>

Region II RTC Southern LINC: <http://slincs.coe.utk.edu/>

Region III RTC Midwestern LINC: <http://archon.educ.kent.edu/Midwest>

Region V RTC Northwest LINC: <http://www.nwlincs.org/>

NATIONAL INSTITUTE FOR LITERACY (NIFL) <http://novel.nifl.gov/>

The purpose of the Institute is to enhance the national effort to achieve full literacy by the year 2000 by creating a national support system for literacy and serving as the national focal point for interagency policy development, dissemination of information, technical assistance, program evaluation, & research & demonstration.

LITERACY FACT SHEETS http://www.nifl.gov/lincs/facts_statistics/facts_statistics.html

LINCS Special Collections

The LINCS Special Collections are one-stop electronic gateways to specialized information on high-quality literacy practices and materials for use in adult education and literacy programs. LINCS Special Collections are built around specific content areas, specific settings or contexts, and professional development topics.

Western/Pacific LINCS:

ENGLISH AS A SECOND LANGUAGE (ESL) <http://literacynet.org/esl>

This site is dedicated to providing adult ESL curricular materials and resources, news in the field, and a forum for adult ESL issues. This collection is a collaboration between the National Clearinghouse for ESL Literacy Education (NCLE) and the Western/Pacific LINCS project. It is supported by funds from the National Institute for Literacy's LINCS project.

SCIENCE AND NUMERACY <http://literacynet.org/sciencelincs>

The initial intended audience for this site is the practitioner in adult literacy programs. This special collection will allow instructors to develop and incorporate into their teaching and learning processes a series of inquiry-based activities in the context of science and technology. A second audience will be adult learners and their families: a special section will target scientific resources for families and family literacy programs. This collection is a collaboration between the National Clearinghouse for ESL Literacy Education (NCLE) and the Western/Pacific LINCS project. It is supported by funds from the National Institute for Literacy's LINCS project.

Southern LINCS

EQUIPPED FOR THE FUTURE <http://eff.cls.utk.edu>

LITERACY AND LEARNING DISABILITIES <http://ldlink.coe.utk.edu>

PROGRAM LEADERSHIP AND IMPROVEMENT <http://pli.cls.utk.edu>

WORKFORCE EDUCATION <http://worklink.coe.utk.edu>

Midwest LINCS

ASSESSMENT <http://literacy.kent.edu/Midwest/assessment>

FAMILY LITERACY <http://literacy.kent.edu/Midwest/FamilyLit>

TECHNOLOGY TRAINING <http://www.altn.org/techtraining>

Northwest LINCS

CORRECTIONAL EDUCATION RESOURCES http://www.nwlincs.org/correctional_education/home.htm

Eastern LINCS

HEALTH AND LITERACY <http://www.worlded.org/us/health/lincs>

NIFL

POLICY AND LEGISLATION <http://www.nifl.gov/lincs/collections/policy/policy.html>

Volunteer Resources

LITERACY CONNECTIONS

Literacy Connections provides a wealth of information on reading, teaching and tutoring techniques, ESL literacy, and adult literacy. Below are specific resources for tutors:

- Reading Teachers and Literacy Tutors:
<http://www.literacyconnections.com/AdviceForReadingTutors.html>
- Adult Literacy: <http://www.literacyconnections.com/AdultLiteracy.html>

Copyright on the Internet

U.S. COPYRIGHT OFFICE <http://lcweb.loc.gov/copyright/legislation/hr2281.pdf>

**UNIVERSITY OF TEXAS SYSTEM OFFICE OF GENERAL COUNSEL
VIRTUAL "CRASH COURSE IN COPYRIGHT," UT OFFICE OF GENERAL COUNSEL**
<http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm#top>

FAIR USE GUIDELINES FOR EDUCATIONAL MULTIMEDIA
<http://www.utsystem.edu/OGC/INTELLECTUALPROPERTY/ccmcguid.htm>

GETTING PERMISSION <http://www.utsystem.edu/OGC/INTELLECTUALPROPERTY/permisn.htm>

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Fast Facts

On Literacy

- More than 20 percent of adults read at or below a fifth-grade level --far below the level needed to earn a living wage. The National Adult Literacy Survey found that over 40 million Americans age 16 and older have significant literacy needs.
- The National Literacy Act defines literacy as “an individual’s ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one’s goals, and develop one’s knowledge and potential.”

Literacy & Children

- As the education level of adults improves, so does their children’s success in school. Helping low-literate adults improve their basic skills has a direct and measurable impact on both the education and quality of life of their children.
- Children of adults who participate in literacy programs improve their grades and test scores, improve their reading skills, and are less likely to drop out.

Literacy & Poverty

- Forty-three percent of people with the lowest literacy skills live in poverty; 17 percent receive food stamps, and 70 percent have no job or a part-time job.
- Workers who lack a high school diploma earn a mean monthly income of \$452, compared to \$1,829 for those with a bachelor’s degree.

Efforts To Promote Literacy

- The federal government provided \$364 million for adult education programs in 1999. This funding enables millions to participate in basic education programs that help people help themselves.
- Federal adult education funds leverage an additional \$800 million each year in state funds for literacy, and millions of dollars in private funding.

For additional information, please contact:

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