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file literacy
Volunteers of
America

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LITERACY VOLUNTEERS OF AMERICA
NATIONAL CAPITAL AREA
1325 W Street, NW Room 312
Washington, DC 20009

LITERACY VOLUNTEERS OF AMERICA

NATIONAL CAPITAL AREA



1991-1992 ANNUAL REPORT

1325 W Street NW, Room 312
Washington, DC 20009
(202) 387-1772

CELEBRATING FIVE YEARS OF LITERACY SERVICE

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." (Goal 5 of National Goals for Education)

In its fifth year of service to the Washington, D. C., area, Literacy Volunteers of America--National Capital Area continued to work toward that ambitious goal. LVA-NCA was quite literally conceived in the George Washington University Reading Center in December 1986. A steering committee began meeting in January 1987. The following summer the Gannett Foundation announced a start-up grant of \$10,000 to the emerging LVA affiliate, and the first Basic Reading Workshop to train tutors was held in September 1987. Since then LVA-NCA staff and volunteers have trained a total of 558 tutors who have provided instruction to 469 students.

In the program year 1991-92, 133 new tutors were trained in five Basic Reading Workshops, and 159 new adult learners were interviewed and assigned a tutor. Including the 148 students active July 1, 1991, an overall total of 307 students were in the program at some time during the year.

Two hundred sixty nine tutors gave nearly 5,500 hours of free individualized instruction to these adult learners. One hundred forty seven other volunteers supported them with some 2000 hours of activities including follow-up phone calls, office work, fund-raising, and public relations.

Adult learners were 66 percent male and 34 percent female. A majority--59 percent--were between 25 and 44 years old, 12 percent were between 16 and 24, 21 percent 45-59, and eight percent over 60. The vast majority--95 percent--are African-American, four percent are white, and one percent Hispanic. Most have not completed high school--76.4 percent, but 18 percent are high school graduates, and six percent had some college. This year fewer were employed full-time--53 percent, and 5.4 percent worked part-time. Twenty-three percent were unemployed, 12 percent not in the labor market, and 4.5 percent retired.

What has LVA tutoring meant to these adults?

Monthly reports by tutors give us indications of student accomplishments, and here are some of them:

- *At least three adults two men and one woman passed the U. S. Dept. of Transportation commercial drivers license test.
- *A hotel housekeeper has read seven books over the past year and learned basic computer skills at the USA Today reading lab.
- *A boiler plant mechanic has been promoted three times as a result of his improved spelling and writing skills.
- *A 61-year-old man read his first novel, Ernest Hemingway's Old Man and the Sea.

This year more adult learners have become involved in the student support group and in public relations efforts. Two are members of the Board of Directors. Tutors are supported by quarterly phone calls, inservice training sessions, and consultation with staff and reading specialists.

LVA-NCA also increased cooperation with other literacy providers and community agencies. We worked with the D. C. Adult Literacy Network and the D. C. Corporate Volunteer Council in initiating a "Logo for Literacy" contest as a start for a public awareness campaign. We joined the E. C. Mazique Parent Child Center in a proposal for a family literacy project presented to the Barbara Bush Foundation. Ours was not one of the 13 selected for funding from the hundreds submitted, but we will keep working with the Parent Child Center on family literacy.

We trained tutors for the Academy of Hope, Children's Hospital, and the D. C. Office on the Aging, the latter with Howard University. LVA tutors work with clients of the Central Union Mission, the Washington Parent Group Fund, and Hadley Memorial Hospital; with teenage dropouts attempting to reenter the D. C. school system at the Dix Street Academy; with inmates at the Alexandria Detention Center; and with ex-offenders at the U. S. Probation Office for D. C.

An organizational study based on interviews with LVA-NCA Board members by Summer Intern Anthony Hand showed several areas needing improvement: 1) better utilization and coordination of non-tutor volunteers, 2) more involvement and responsibility by members of the Board of Directors, 3) better communication among staff,

board, volunteers and students, and 4) more active board committees.

This evaluation process has produced substantial results. A system for coordinating non-tutor volunteers has channeled many individuals into a variety of committees. A newly active public relations committee promotes LVA-NCA through public service announcements for radio stations and newspapers, informative bookmarks and posters, creation of a speakers' bureau, and participation in this year's Cherry Blossom Parade. Fundraising, board development, and long-range planning efforts have increased.

LVA-NCA's fifth annual meeting June 9, 1992, recognized the many groups and individuals whose efforts made possible these accomplishments. Four outstanding organizational supporters have been crucial to our growth and development.

The George Washington University Reading Center has been a major sponsor of LVA-NCA from the beginning and has supported the affiliate with its academic prestige and resources. The Reading Center director, Dr. Florence Hesser, has been the LVA-NCA president for five years and has provided office space, telephone, office supplies and equipment--until 1989, when larger quarters were offered by the YMCA.

The YMCA of Metropolitan Washington has been another generous sponsor. Rent-free office space provided by the Anthony Bowen Branch YMCA has allowed LVA-NCA to expand in a way that would not otherwise have been possible. Conference room space in the "Y" corporate office is available for board meetings and tutor training workshops.

The Morris and Gwendolyn Cafritz Foundation has provided crucial financial assistance which made it possible for LVA-NCA to become established and reach its present development. Since 1988 the Foundation has granted a total of \$64,000 to this organization.

ACTION, the federal domestic volunteer agency, has provided essential human resources--VISTA Volunteers. Since May 1989, seven talented, highly trained individuals have worked as full-time staff for LVA-NCA, carrying out the myriad tasks necessary to make a literacy program function successfully.

This year we have continued to receive substantial financial support from foundations, from the

Combined Federal Campaign, and from individuals, churches, and civic groups. The "Booking for Literacy" 10K foot race and the D. C. DAR Literacy Challenge Spelling Bee were held for the second year. Several groups created happy surprises by designating LVA-NCA a beneficiary of their fundraising events. They included the Flower Hill Country Day School in Gaithersburg, the GWU Panhellenic Society, Olsson's Books and Records, and two informal groups.

The efforts of hundreds of people--volunteers, adult learners, staff, and friends--are responsible for the accomplishments of LVA-NCA to date. National Education Goal 5 challenges us to expand those efforts as we move toward the year 2000.

MAJOR DONORS

(JULY 1, 1991 - JUNE 30, 1992)

Leaders for Literacy (\$10,000 and over)

The Morris and Gwendolyn Cafritz Foundation

Champions for Literacy (\$5,000 to \$9,999)

Mobil Foundation, Inc.

Patrons of Literacy (\$1,000 - \$4,999)

- Asian Pacific American Debutante Cotillion
- Seekers Community of the Church of the Savior
- The Corina Higginson Trust
- The Florence McKinney Cahill Trust
- The D. C. Daughters of the American Revolution
- The Southland Corporation

Partners in Literacy (\$500 to \$999)

- Arby's and AFA
- Hon. Barbara Taylor
- First National Bank of Maryland
- Flower Hill Country Day School
- GWU Panhellenic Society
- International Business Machines, Inc.

Advocates of Literacy (\$250 to \$499)

- Border's Book Store
- Dr. Florence Hesser
- Hon. Julius A. Johnson
- Ms. Linda Engelbert Lane
- Mr. Tom Mercer
- Charlie McBride Associates
- Joseph W. Stanley, Esq.
- Mrs. Marjorie Weingold

STATEMENT OF INCOME AND EXPENSES AND FUND BALANCE

(July 1, 1991 Through June 30, 1992)

INCOME	
Business Contributions	1,241
Church/Civic Contributions	5,794
Individual Contributions	5,325
Combined Federal Campaign	10,108
Fee for Services	1,500
Foundation & Corp. Grants	31,000
Fundraising events	6,090
Tutor Training	2,954
Interest	477
TOTAL INCOME	64,489
EXPENSES	
Salaries & related costs	48,703
Office Equipment	512
Office Supplies	637
Postage	3,269
Printing & Copying	680
Professional Services	294
Telephone	1,911
Travel (local & out of state)	4,088
Training & Teaching Materials	2,649
Affiliate Dues	95
Conference fees	530
Other (incl. annual meeting)	1,168
TOTAL EXPENSES	64,536
DEFICIT OF INCOME EXPENSES	47
FUND BALANCE, BEGINNING	19,699
FUND BALANCE, ENDING	19,652

U



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U

can help
someone
learn to
read.



Volunteer
to become
a tutor.



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Literacy Volunteers of America National Capital Area, Inc.

WHAT IS LVA-NCA?

Purpose: Literacy Volunteers of America--National Capital Area is an organization of volunteers whose purpose is to empower people to achieve personal goals through literacy. LVA-NCA trains volunteer tutors to work one-to-one with functionally illiterate adults. LVA-NCA supports both tutors and students in their efforts with tutor in-service workshops, student support groups, follow-up phone calls, and a quarterly newsletter. All services are free.

Identity: LVA-NCA has 501(c)(3) non-profit organization status accruing from its affiliation with the national LVA organization located in Syracuse, NY.

History: While LVA National has been in existence for 30 years, LVA-NCA was created only five years ago in response to the pressing need for adult literacy services in our nation's capital. Since then, over 400 adults have received one-to-one instruction, and nearly 500 volunteer tutors have been trained (some of them for other literacy providers). Over 200 student-tutor pairs are currently active.

Students: LVA-NCA students are adults over the age of 16, the vast majority in the 25-59 age range. Almost three-fourths work full-time in service and technical positions. Among our students are maintenance workers, cosmetologists, carpenters, and food service managers, as well as single mothers and homeless people.

Methods: LVA-NCA provides highly individualized instruction. A tutor/student pair generally meets once or twice a week at a public location convenient to them both. Students set long-term and short-term goals, which become the basis of their instruction. An example of student goals is to get a better job in the long-term and to learn ten job-related words in the short-term.

LVA-NCA trains its tutors in the language experience approach. In this tutoring method, the student dictates a brief personal anecdote to the tutor who records it on paper. This story is used as lesson text providing material for phonics, word pattern and sight word drills.

Student achievements. Following are some recent student successes:

- * A 36-year old man received the best score among twelve people on his D.C. oral driver's license test
- * A 64-year old retired tailor learned to write her own checks
- * A 37-year old bus driver passed his commercial motor vehicle license exam.

Goals. LVA-NCA's goals for the 1993-94 fiscal year include: (1) increasing the number of student/tutor pairs to 300, (2) providing better support services, (3) expanding community awareness of LVA-NCA services, and (4) developing a stable and diversified funding base.



FACTS

on illiteracy in America

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway

Syracuse, NY 13214

(315) 445-8000

What is functional illiteracy?

Functional illiteracy refers to the inability of an individual to use reading, speaking, writing and computational skills in everyday life situations. For example, a functionally illiterate adult is unable to fill out an employment application, follow written instructions, or read a newspaper. In short, when confronted with printed materials, adults without basic literacy skills cannot function effectively.

What is the scope of illiteracy in this country?

According to the U.S. Department of Education, 1 in 5 American adults is functionally illiterate—20% of the total adult population in this country. In addition, another 34% of American adults are only marginally literate.

In 1985, the **National Assessment of Educational Progress (NAEP)** assessed the literacy skills of America's young adults (21-25 years old) and found that 80% couldn't read a bus schedule, 73% couldn't interpret a newspaper story, and 63% couldn't follow written map directions.

A Department of Education study on **Adult Performance Levels (APL)**, done in 1975 by the University of Texas, found that more than 1 in 5 adults were unable to perform ordinary reading tasks such as ordering a meal from a menu or filling out a job application. Application of these figures to the 1980 Census indicates that approximately 27 million adults

are functionally illiterate; an additional 2.2 million people are added to the adult illiterate population each year.

A Census Bureau study conducted in 1982 suggested that between 17 and 21 million adults do not read at all or read below the 4th grade level. While the actual estimates vary, one fact is certain: ***Illiteracy is on the increase in the United States.*** According to UNESCO, the U.S. ranks 49th among 156 United Nations member countries in its rate of literacy, and this current ranking reflects a drop of 18 places since 1950.

Is there a "typical" adult non-reader?

According to the National Education Association, the breakdown for the total population of adults non-literate in English is as follows: 41% are English speaking whites, 22% are English speaking blacks, 22% are Spanish speaking, and 15% are other non-English speaking people. In terms of age and geographic distribution, the NEA reports that 40% of these adults are 20-39, 28% are 40-59, and 32% are 60 or older; 51% live in small towns and suburbs, 41% live in urban areas, and 8% live in rural areas.

Although functionally illiterate adults can be found in every sector of society, studies do indicate certain trends. According to a 1987 report entitled ***The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults*** published by the Educational Testing Service in Princeton, NJ, there is a heavy concentration of people with low literacy skills among the poor and

those dependent upon public financial support. On the average, blacks perform 20% behind whites on literacy tests and Hispanics perform half-way between the two.

These statistics echo the results of the 1975 Texas APL study which found that 16% of white adults, 44% of black adults, and 56% of Hispanic adults were functionally illiterate. Although the percentages of black and Hispanic adults are much higher than the percentage of white adults, ***the actual number of white non-readers is twice that of the number of black and Hispanic non-readers***—dispelling the myth that illiteracy is not a problem among whites.

What is the extent of the illiteracy problem in prisons?

As reported in the 1986 publication entitled ***Making Literacy Programs Work: A Practical Guide for Correctional Educators*** (for the U.S. Department of Justice, National Institute of Corrections), one-half of all adults in federal and state correctional facilities cannot read or write at all. Only about one-third of those in prison have completed high school. The typical 25 year old male inmate functions 2-3 grade levels below the grade level actually completed. U.S. Department of Education statistics show that 60% of prison inmates are illiterate and 85% of all juvenile offenders have problems reading.

What about the next generation--our children?

The **National Commission on Excellence in Education** reported that 13% of all 17 year olds in the U.S. are functionally illiterate. Among minority youth functional illiteracy now approaches 40%. *Evidence indicates that the problem begins not in the schools but at home.* A study conducted by the U.S. Department of Education in 1985, **A Nation at Risk**, found that pre-school children whose parents read to them are much better prepared to start school and perform significantly better in school than those who have not been exposed to reading. A National Governors' Association Task Force on Adult Literacy reported in a 1987 publication, **Making America Work**, that illiteracy is an intergenerational problem, following a parent-child pattern. Poor school achievement and dropping out before completing school are commonplace among children of illiterate parents. U.S. Department of Education statistics show that the high school dropout rate is 27% in this country; in Japan, the rate is 5% and in the Soviet Union, the rate is 2%.

What are the reasons for adult illiteracy?

The answers are as varied as the number of potential students. The adult non-reader may have left school early, may have had a physical or emotional disability, may have had ineffective teachers or simply have been unready to learn at the time reading instruction began. Because they are unable to help their children learn, parents who can't read often perpetuate the intergenerational cycle of illiteracy. Without books, newspapers or magazines in the home and a parent who reads to serve as a role model, many children grow up with severe literacy deficiencies. Clearly, there is no single cause of illiteracy.

How many non-English speaking people are there in America?

The 1980 Census cites more than 3.6 million adults in the U.S. who speak English poorly or not at all. In addition, 500,000 legal refugees and immigrants enter American communities every year unable to meet literacy requirements.

The 1982 **English Language Proficiency survey** found that 37% of adults classified as illiterate don't speak English at home. Up to 86% of non-English speakers who are illiterate in English are also illiterate in their native language.

What is the economic impact of illiteracy in this country?

Studies indicate that illiteracy has a significant impact on the economy. According to **Nation's Business** magazine, an estimated 15 million adults holding jobs today are functionally illiterate. The American Council of Life Insurance reports that three-quarters of the Fortune 500 companies provide some level of remedial training for their workers. A **Literacy at Work** study done by the Northeast-Midwest Institute and The Center for Regional Policy found that business losses attributable to basic skill deficiencies run into hundreds of millions of dollars because of low productivity, errors and accidents. The Department of Labor estimates that 75% of the unemployed lack the basic skills necessary to be trained for high tech jobs.

What is LVA?

Literacy Volunteers of America, Inc. (LVA) is a national non-profit organization founded in 1962 in Syracuse, New York, to combat the problem of adult illiteracy in the United States. Our primary premise is that well trained and supported volunteers can be effective tutors of adults, and that mobilizing the talents of large numbers of diverse kinds of people can make a significant impact on the problem. Evaluation studies indicate that on the average, student reading scores improve over one grade level in 35-40 hours of tutoring.

The LVA organization is three tiered: local, state and national, each with a different primary focus.

The local affiliate is the operating arm which provides direct services to clients. It recruits, trains and matches volunteer tutors with adults in need of basic skills.

The state organizations support existing affiliates, establish new programs and develop innovative projects within their states in cooperation with LVA.

The LVA national office establishes new programs in underserved areas and provides support services to existing programs. The national office also researches and develops materials for volunteer training and program management. LVA supplies technical assistance, consulting services and materials to public schools, other literacy organizations, correctional facilities, libraries and adult basic education agencies.

Since 1962, the LVA network has grown to include over 470 programs in 45 states and 11 state organizations. In that time, over 350,000 adults in LVA programs nationwide have been tutored in basic reading and English as a second language.



HISTORY

of Literacy
Volunteers of
America, Inc.

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway

Syracuse, NY 13214

(315) 445-8000

1962

Literacy Volunteers was founded by Ruth Colvin in Syracuse, NY to combat the problem of illiteracy in her home community. Mrs. Colvin worked with professional reading consultants to develop a training workshop which would equip volunteers to tutor adults and teens in basic reading and writing.

The movement soon spread to other New York State communities as the effectiveness of the methods, techniques, and organizational structure of the program became widely recognized. Since its beginnings, LVA has been supported by individuals, foundations, and corporations, and in 1967, Literacy Volunteers was chartered in New York as a tax-exempt nonprofit corporation with a volunteer Board of Directors.

1971

The U.S. Office of Education provided a three-year grant for expansion to Connecticut, Massachusetts and New York City.

1972

The total number of LVA affiliates reached 40.

Literacy Volunteers, Inc. changed its name to Literacy Volunteers of America, Inc. (LVA) to emphasize its growing aspirations "to foster increased literacy in the United States and Canada."

The publication and sale of materials emerged as a major focus for the

organization as LVA sought to share its expertise in the literacy field and become more self-supporting.

1974

The English as a Second Language tutor training program was developed in response to requests from local programs.

A grant from the U.S. Office of Education to train Adult Basic Education staff in 26 states provided LVA opportunities for further expansion throughout the country.

1976

The National Law Enforcement Assistance Administration awarded two grants to LVA for work in New York, Maine and Connecticut state correctional facilities.

1978

The **READ ON!** instructional series of readers and workbooks was published with aid from the New York State Department of Education to accommodate those students who prefer a structured program for learning.

1979

Wally "Famous" Amos became national spokesperson for LVA.

1980

Grants from the National Endowment for the Humanities funded LVA's development of a new reading series for learners. In this unique project, humanities specialists were trained to write in simplified form and adult new readers served as editors.

1981

The Coalition for Literacy, of which LVA is a founding member, formed to increase awareness of illiteracy and resources to solve the problem. The Coalition, working with the Ad Council, launched a national, multi-media ad campaign in 1985.

1982

The total number of LVA affiliates reached 126.

The LVA Field Services Committee produced the first edition of Student Involvement Guidelines, beginning a concerted effort to include LVA students in all aspects of the program.

1984

LVA established a National Advisory Council, a group of national leaders in business and government, to assist the organization in developing the resources needed for program expansion.

The Charles Stewart Mott Foundation awarded a grant to LVA to work

with the Community Education network nationwide, resulting in the establishment of local literacy programs in new areas.

To expand LVA's outreach and support to new communities, Volunteers in Technical Assistance (V.I.T.A.s) were recruited and trained to assist developing programs throughout the country.

1985

Barbara Bush, wife of then-Vice President George Bush, accepted the position of Honorary Chair of the LVA National Advisory Council--a position she continues to hold.

1986

The Basic Reading Workshop was made available on video to facilitate training larger numbers of volunteers in a more flexible manner.

To serve students better, LVA developed the Tutoring Small Groups Handbook through a grant from the Central New York Community Foundation.

1987

The total number of LVA affiliates passed 250.

LVA celebrated its 25th Anniversary with the largest national conference in its history--over 1000 delegates converged in Syracuse, NY, LVA's birthplace.

Funding from GTE made possible a major revision of the **READ ON!** series based on over four years of research. The sixth edition of **TUTOR--Techniques Used in the Teaching of Reading** took place in the same year, supported by grants from Eastman Kodak Company.

A major grant from the U.S. Department of Labor allowed LVA to work with Goodwill Industries of America in four states to upgrade the reading, writing, and computational skills of clients in sheltered workshop settings.

LVA had many new opportunities to work with major corporations in cause-related marketing ventures. Two of these were with the Virginia Slim's Championship Tennis Tour and with the Thomas J. Lipton Company.

1988

Kraft, Inc. awarded LVA a major grant to undertake a two-year Urban Literacy Development Project. The goal was to learn more about how to organize effective literacy services in large urban areas and to support the efforts of LVA affiliates already serving population centers of 1 million or more.

1989

The total number of LVA affiliates passed 350.

Outreach by the LVA National Office was supplemented by the addition of a Southeast Regional Field Office.

A unique handbook for health care professionals to use in working with limited English-speaking patients was developed.

A "Reading to Children" video training module was developed with support from Reader's Digest and CIGNA.

An in-depth National Evaluation Study to identify factors which contribute to LVA learners' progress and the success of LVA programs was funded by the Exxon Corporation.

The New York Life Foundation underwrote a pilot project to increase the capacity of LVA Volunteers in Technical Assistance (V.I.T.A.s) to address crucial organizational needs for the coming years.

1990

Two adult new readers, Ronald Horseman and Kathy Schultz, were elected to the LVA National Board of Directors.

The complete revision and adaptation to video of the Conversational English (ESOL--English to Speakers

of Other Languages)/Tutor Training Workshop combined small group and one-to-one instruction techniques. This project was made possible by support from GTE.

The Coors Brewing Company launched the National Volunteer Literacy Campaign Training Project, with a goal of training hundreds of tutor trainers, ultimately reaching over 10,000 new adult learners. LVA collaborates with Laubach Literacy Action in carrying out this five-year project.

LVA STARS IN LITERACY, a national awareness campaign, was launched at the Hayden Planetarium in New York City at an event hosted by Hugh Downs.

LVA's commitment to reaching the prison population led to the development of alternative Orientation and Introduction segments for the Basic Reading Workshop for practitioners in criminal justice education.

1991

The total number of LVA affiliates reached 400.

The GTE Foundation, working with LVA, made family literacy a national focus by funding family literacy programs at sites across the country, providing employee involvement, and producing a handbook, **How to Add Family Literacy to Your Program.**

A grant from the William and Flora Hewlett Foundation funded a three-year project providing technical assistance to LVA state and local organizations. The goal is to expand the capacity of the LVA network to meet pressing demands for literacy instruction by employers and the general public through strengthening, planning and evaluating systems.

1992

The total number of LVA affiliates passed 450.

LVA celebrates its 30th anniversary.

MISSION STATEMENT

**Literacy
Volunteers
of America,
Inc.**

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway

Syracuse, NY 13214

(315) 445-8000

Literacy Volunteers of America is an organization of volunteers which provides a variety of services to enable people to achieve personal goals through literacy.

We provide tutoring and other educational services directly to persons desiring increased literacy skills, including English as a second language. We also work to encourage and assist other organizations and individuals who are committed to a literate society.

LVA volunteers, supported by professional staff, serve as tutors, tutor trainers, secretaries, administrators, planners, communicators, and in other functions necessary to the achievement of our mission.

We believe that the ability to read is critical to personal freedom and the maintenance of a democratic society.

Our society is dependent on an informed citizenry, and the ability to read is necessary to be

informed. As our culture becomes more complex and dependent on technology, literacy becomes ever more basic to survival and the achievement of one's potential.

These beliefs have led us to make the following commitments:

•We are committed to the personal growth of our students. This means that we help people acquire basic literacy skills, and by doing this enable them to achieve broader personal goals. This also means that personal needs have precedence over organizational needs. Our tutoring is confi-

dential, individualized and student-centered, at sites convenient to the student.

•We are committed to the effective use of volunteers. Through training and support, we help build the skills and abilities that enable volunteers to grow and succeed. Through pursuit of the mission, volunteers find satisfaction and fulfillment.

•We are committed to improving our society. We recognize literacy as an integral element in the broader goal of economic opportunity and security, social justice and dignity for all. We support others who make a commitment to provide all citizens with access to effective literacy services.

•We are committed to strengthening and improving our organization. We continue to search for efficiency and creativity in the delivery of our programs: to grow and expand in order to stay the rising tide of illiteracy; to discover new ways of harnessing society's existing resources for the achievement of literacy; and to remain responsive to our students' needs.



PROFILE

of LVA Tutors and Adult Learners

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway

Syracuse, NY 13214

(315) 445-8000

1991/92 Profile Adult Learners and Tutors



Student Achievements 1991/92

Note: Not all LVA Programs currently collect data on specific achievements of learners. By reporting information from those that do, however, we can show the most common goals; achievements of LVA learners. The numbers that follow are representative but not inclusive of all LVA learners.

Improved Survival Skills 5,415

Got a Job/Better Job 2,584

Used Library 1,681

Entered other Education/
Training Program 1,509

Improved Parenting Skills 1,552

Began GED Studies 960

Got Driver's License 949

Voted 524

Gained Citizenship 508

	Learners		Volunteers	
	Total Served	62,903	Total Served	49,112
	Sample Size	43,414	Sample Size	31,707
Gender	Female	51.1%	Female	76.7%
	Male	48.9%	Male	23.3%
Age	16-24	17.5%	16-24	7.5%
	25-44	51.7%	25-44	39.3%
	45-59	19.0%	45-59	27.6%
	60+	5.5%	60+	24.9%
	Not Responding	6.3%	Not Responding	0.7%
Ethnic Group	White	31.7%	White	66.1%
	Black	23.7%	Black	5.7%
	Hispanic	20.9%	Hispanic	2.8%
	Asian	11.7%	Asian	0.9%
	Native American	3.8%	Native American	9.8%
	Not Responding	8.2%	Not Responding	14.7%
Education	0-4	11.0%	0-12	1.8%
	5-8	18.6%	High Sch. Diploma	15.2%
	9-11	22.1%	Some College	19.2%
	High Sch. Diploma	18.1%	Undergrad. Degree	28.7%
	Some College	8.8%	Graduate Degree	23.7%
	Not Responding	21.4%	Not Responding	11.4%
Occupation	Service	19.9%	Service	3.5%
	Other	7.8%	Other	6.6%
	Homemaker	6.5%	Homemaker	8.7%
	Technical	7.2%	Technical	4.6%
	Agricultural	3.3%	Agricultural	0.4%
	Professional	2.0%	Professional	29.1%
	Clerical	2.1%	Clerical	8.6%
	Sales	0.8%	Sales	2.0%
	Managerial	0.8%	Managerial	8.6%
	Not Responding	49.6%	Not Responding	27.9%
Employment	Full Time	32.9%	Full Time	46.4%
	Unemployed	24.3%	Unemployed	4.5%
	Not in Labor Market	12.2%	Not in Labor Market	8.7%
	Part Time	8.9%	Part Time	10.0%
	Seeking Work	5.4%	Seeking Work	1.2%
	Disabled	2.4%	Disabled	0.9%
	Retired	2.4%	Retired	20.5%
	Not Responding	11.5%	Not Responding	7.8%
Referral	Friend	24.4%	Friend	15.8%
	TV	5.7%	TV	14.0%
	Other Agency	13.5%	PR Talk	2.6%
	Other	6.3%	Other	17.7%
	Employer	6.0%	Employer	3.9%
	Library	6.2%	Library	10.0%
	Other Literacy Org.	2.5%	Other Literacy Org.	2.3%
	Radio	1.9%	Radio	3.9%
	Poster	1.7%	Poster	3.3%
	Not Responding	31.8%	Special Event	2.0%
			Not Responding	24.5%

PHILOSOPHY & APPROACHES

Basic Literacy/Conversational English

**Literacy
Volunteers
of America,
Inc.**

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway

Syracuse, NY 13214

(315) 445-8000

Literacy Volunteers of America, Inc. (LVA)'s primary premise is that well-trained and supported volunteers can be effective tutors of adults, and that mobilizing the talents of large numbers of diverse kinds of people can make a significant impact on the problem of illiteracy.

LVA uses a learner-centered approach and whole language philosophy in its individualized tutoring of reading and writing, both in one-to-one and small group instruction.

Whole language looks at the entire process of reading and recognizes that people use their life experience and knowledge of what makes sense in English when learning to read and write. A whole language approach focuses on material tied to the learner's goals and interests and stresses the use of literature and "real life" materials rather than basal readers. Another source of reading material is Language Experience, where learners dictate or

write paragraphs based on their experience, using their own vocabulary and sentence structure.

LVA Basic Literacy tutoring techniques include the use of Writing, Assisted Reading, and Word Analysis Skills: sound/symbol relationships and Word Patterns. In a whole language, learner-centered environment, these decoding skills are learned in a printed context which has meaning for the learner.

In its Conversational English (ESL) program, LVA promotes an approach that gives learners practice with materials using varied formats, moving from controlled activities and responses to more spontaneous situations which provide opportunities for real communication and self-expression.

In both programs, the use of Computer Assisted Instruction and other technologies is encouraged.

It is imperative when using learner-centered approaches, that tutors be trained to assess the student's reading and writing levels, interests, and goals.

This is done primarily through use of the READ test, ESLOA, reading inventories, interview techniques, listening skills and observation as appropriate. Tutors are also familiarized with low level adult interest books and lesson planning techniques.

The intent of LVA's flexible approaches to tutoring is to help individual learners in a manner appropriate to their learning styles and abilities.

The ultimate aim is to help people become independent readers, writers and speakers of English.



The Literacy Problem...

Twenty-seven million adults in this country are functionally illiterate.

They are unable to perform many of the basic tasks most of us take for granted: reading food and drug labels, driving a car, filling out employment applications, observing warning signs, understanding rental agreements, or reading to their children.

Furthermore, illiteracy costs employers millions of dollars a year in low productivity, recruitment and training costs, and employee errors and injuries. Children from non-reading homes often repeat the cycle of illiteracy.

No Single Cause

Often adults with low-level reading skills didn't receive the individual help they needed in school. Many were distracted from learning by severe emotional and social problems. Others left school to earn a living. Some have come to America from foreign lands. There is no single reason, no *one* cause on which to place the blame.

What is LVA-NCA?

LVA-NCA is the local affiliate of Literacy Volunteers of America Inc, a national non-profit organization. Our fundamental purpose is to teach adult non-readers how to read and write. We do this by training and supporting volunteers who provide free one-to-one tutoring in libraries or similar public places.

Tutors, in a series of five workshops totaling 16 hours, learn a variety of techniques for teaching reading and writing. The workshops include video training, demonstrations, and practice sessions. Tutors then are matched with students, and they meet at a time and place convenient for both. Students set their own goals for learning, and tutors plan lessons to help them achieve those goals.

Support for Tutors and Students

Tutors are supported by additional periodic workshops, consultation with reading specialists, supplementary teaching materials, and regular contact with the LVA-NCA office. Students too have a support system. They are invited to write for the newsletter and to join the Speakers' Bureau. Students and tutors are asked to serve on the Board of Directors.

Working Together

LVA-NCA works with other local literacy providers within the D.C. Adult Literacy Network. We supply tutors or tutor training for such agencies as the D.C. Office for the Aging, the Academy of Hope, the YMCA, the Alexandria Detention Center, the U.S. Probation Office for D.C., and other social service agencies and local churches.



You Can Help Too

Literacy Volunteers of America—National Capital Area welcomes individuals like you who can

- become tutors
- lead tutor training workshops
- plan and manage programs
- assist with administrative tasks
- invite members of our Speakers' Bureau to talk to your organizations about LVA-NCA
- contribute tax deductible dollars to help with the costs of the materials and services needed to support our tutoring programs.

For More Information...

and a schedule of upcoming tutor training workshops, contact:

Literacy Volunteers of America—
National Capital Area
P.O. Box 73275
Washington, DC 20056
(202) 387-1772

About Literacy Volunteers of America

Since its founding in 1962, LVA Inc. has proven that well-trained and professionally-supported volunteers can work successfully to combat illiteracy.

LVA-NCA, the local program of LVA, was established in 1987. Its volunteer tutors have helped hundreds in this community to read and write.

The one-to-one and small group tutoring provided by LVA is individualized, confidential and free to the adult learner.

LVA-NCA, while affiliated with the national LVA, depends on the local community and people like you for support and financial contributions.

Your support really can make a difference.

Here is just a sample of recent student successes:

- A 31-year-old school maintenance worker read his first book and will soon be reading to his own children.
- A 48-year-old hotel housekeeper, who left school after the 8th grade in Jamaica, is becoming proficient in using a computer.
- A 37-year-old bus driver passed his commercial driver's license exam.

Design by Kim Kerker
Printing by Sir Speedy of Alexandria

Place
Stamp
Here

Literacy Volunteers of America—NCA
P.O. Box 73275
Washington, DC 20056

One in five adults
in our
nation's capital
can't read.

You can help.



Literacy Volunteers
of America
National
Capital Area

LVA has carried out major projects for

The U.S. Departments of Education and Labor

Correctional Departments in New York, Connecticut, and Maine

The National Endowment for the Humanities

Charles Stewart Mott Foundation

Gannett Foundation

ACTION - the National Volunteer Agency

B. Dalton Bookseller

State Departments of Education

GTE Foundation

Kraft, Inc.

Reader's Digest Foundation

William & Flora Hewlett Foundation

American College of Obstetricians & Gynecologists



For more information or to make a contribution, contact:

Literacy Volunteers of America, Inc.

5795 Widewaters Parkway
Syracuse, NY 13214-1846
315/445-8000

Or the nearest local LVA member organization.

What is life like when you can't read?

Tom can tell you.

Tom is 51, a sanitation worker in a New York City suburb. He is the father of two teenage daughters for whom he buys acid-washed denim and high-tops even though he can't afford them. His day-to-day life is exhausting and defeating. Sickly as a youngster, he missed many months of school. He never caught up and quit school at twelve, still unable to read.



Yet at 51, Tom is beginning a new life.

Tom is learning to read, through Literacy Volunteers of America.



Tom is one of 27 million adult Americans who cannot read

. . . well enough to cope successfully as workers, parents, and citizens.

There is no single reason, no one cause on which to place the blame. Many didn't receive the individual help they needed in school. Many left school to earn a living. Others came to America from foreign lands. Thousands live right in your community. And regardless of its cause, illiteracy hurts us all.

The adult non-reader doesn't need pity, but does need help to take the first step toward reaching his or her potential.

Literacy Volunteers of America has been providing that help since 1962.



"When I couldn't read, my destiny was decided by others . . . but now I can read and my destiny is my own."



What is Literacy Volunteers of America?

LVA is a national, non-profit organization which combats illiteracy through a network of community volunteer literacy programs.

Our primary premise is that well trained and supported volunteers can be effective tutors of adults, and that mobilizing the talents of large numbers of diverse kinds of people can make a significant impact on the problem. LVA programs provide individualized, student-centered instruction in basic literacy and English as a second language for adults and teens. More than 100,000 tutors and students are involved in over 400 programs in 41 states — and the numbers of students and volunteers more than doubled in the past five years.



"Today is a good day for me. I have learned what courage is. Courage is learning how to read and write."

The LVA network is three-tiered: national, state and local.

The national office establishes policies and develops training programs and materials to carry them out. It organizes affiliates in underserved areas and supports existing programs. It also researches and develops training materials for volunteer tutors and program managers. Serving as a communication center, LVA National collects and analyzes program data, provides information to the LVA network and the general public, and advocates for enlightened public policy.

The state organization coordinates and services local affiliates, and establishes new programs within its geographic area. It has its own governing body and is self-supporting; it operates within LVA policies and requirements, uses LVA's training materials, and is accountable to the national office through regular reports.

The LVA affiliate, or community program, is the operating arm of the network.

It recruits, trains and matches volunteer tutors with adults in need of basic literacy skills; provides direct instructional services to clients; and engages in public awareness activities. Tutoring takes place at a time and location convenient to the individual student and tutor or in such special settings as Adult Basic Education Centers, correctional facilities, libraries, or workplace programs. Affiliates meet LVA standards, use LVA's tutor training workshops, have their own governing bodies and are self-supporting.

Why Is LVA Needed?

LVA is one essential component of the comprehensive educational system required to achieve a truly literate society.

Our individualized, needs-oriented approach is most effective in serving the hard-to-reach adult audience with reading levels below the fifth grade — those who are often not ready for a traditional classroom situation. LVA prepares these adults to move on to formal adult basic education or job training.



"My ESL* teacher is teaching my class with her warm heart and interesting materials. I have good classmates from different countries and we have become friends. Friendship is human wealth. It should help peace to spread."

*English as a second language

What Does LVA Provide?

For Tutors

Training

18 hour Workshops in Basic Literacy or Conversational English techniques, using audiovisual presentations, demonstrations and role-playing, prepare the volunteer to teach one-to-one or in small groups. Additional in-service training is provided to tutors as they continue in the program.

For Workshop Trainers and Program Managers

Technical assistance in the form of customized workshops prepare paid/volunteer staff to train tutors and manage programs.

Materials

Video and print materials such as **TUTOR, Read On! II, I Speak English, Board Orientation Handbook, Community Relations Guide, Basic Math, "Tutoring Reading in Schools,"** and **"Special Reading Problems"** support and extend the basic training volunteers receive.

Consulting Services

LVA offers technical assistance and training materials to support the organization and management of literacy programs nationwide: in Adult Basic Education, corrections, libraries, sheltered workshops, the workplace and other settings. Our expertise, based on decades of experience, is available to newer programs through a variety of consulting services.



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the LITERACY *connection*

Newsletter of Literacy Volunteers of America – National Capital Area

Calendar of Events

September

Tuesday, Sept. 8

International Literacy Day

Wednesday, Sept. 9, 9:45-11:30 a.m.

DC Adult Literacy Network,
Room A-9 MLK Library

Wednesday, Sept. 16

Student Support Meeting, 1625
Mass. Ave. NW, Suite 700

Saturday, Sept. 19, 9:30 a.m.-1:00 p.m.

Basic Reading Workshop
Session 1

Monday, Sept. 21

LVA Board Meeting, American
Chemical Society Building

Wednesday, Sept. 23, 6:30-9:00 p.m.

Basic Reading Workshop
Session 2

Saturday, Sept. 26, 8:00 a.m.

10K Run and Fun Walk

Wednesday, Sept. 30, 6:30-9:00 p.m.

Basic Reading Workshop
Session 3

October

Saturday, Oct. 3, 9:30 a.m.-1:00 p.m.

Basic Reading Workshop
Session 4

November

Thursday, Nov. 12, 6:30-8:30 p.m.

Basic Reading Workshop
Session 5

Combined Federal Campaign Gives LVA-NCA Major Support

Contributions through the Combined Federal Campaign (CFC) have helped sustain the LVA-NCA budget since March 1991. Because the Federal employees who designate LVA-NCA to receive their contributions give through regular payroll deductions, we receive a check for approximately \$800 every month.

Again this year, LVA-NCA will participate in the fall CFC campaign. This means that any U.S. Government employee can designate us to receive part or all of their donation through payroll deductions.

Our number this year is: 5540

LVA-NCA will be listed in the donor booklet under a new federation called "Local Independent Charities of the

Washington/Baltimore Area" (LIC). We will be listed with other LIC agencies, rather than with unaffiliated agencies as in the past.

Affiliation with LIC will enable us to participate in other workplace campaigns, starting this fall with AARP. It will probably also enable us to receive a larger share of CFC undesignated funds.

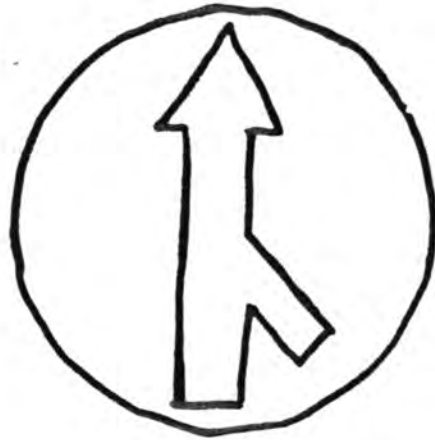
If you are a Federal or AARP employee, please remember LVA-NCA when you make your contribution choices. You can also help by spreading the word to your coworkers. LVA can supply you with brochures and other promotional materials if you're interested. We can even provide a speaker for your agency kick-off. Call the LVA office for information.

LVA-NCA Elects New President and Board Members

The LVA annual meeting, June 9, elected seven new directors for the governing board: Linda Banks, Eric Blendemann, Eugenia Inez Colon, Genora Dass, Lauren Feinswog, Laura-Beth Goodman, and Larry Ruggiero. They join eighteen other directors for a total board membership of twenty-five.

At the June 16 board meeting, Dr. Brunetta Reid Wolfman was elected as president, Judge Julius A. Johnson as first vice-president, Marjorie Weingold as second vice-president, Lauren Feinswog, as corresponding secretary, Laura-Beth Goodman as recording secretary, and Willie Howard as treasurer. Dr. Florence Hesser, founding president, was named honorary president.

A special thanks to three who recently resigned from the board: Becky Calkins, Judy Kramer, and Ann Roy. We extend our appreciation for all they have contributed.



**MERGE YOUR TIME AND TALENT
WITH LITERACY VOLUNTEERS OF AMERICA**

WE NEED PEOPLE TO WORK ON:

- | | |
|---------------------------|-------------------|
| -- Basic reading tutoring | -- Special Events |
| -- Publicity | -- Office Support |
| -- Fund Raising | -- Newsletter |

Call (202) 387-1772

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**Imagine how lost
you would feel**

**if you couldn't read
Help a non-reader**

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Be a

Literacy Volunteer Tutor

Call

Literacy Volunteers of America

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At (202) 387-1772





ILLITERACY

in the Nation's Capital

**Be a Literacy Volunteer Tutor
Call Literacy Volunteers of America
At (202) 387-1772**