

# ABC's of Literacy:

Acting for a Better Community

## Unlock the Power of Literacy

Regional Conference

May 18 & 19, 2006  
Webster University in St. Louis

### Sponsored By

- LIFT-Missouri
- The Literacy Roundtable
- Parents as Teachers  
National Center, Inc.
- Webster University Worldwide
- KMOV-TV (Channel 4-St. Louis)
- Lawrence L. Cohn Literacy and  
Learning Laboratory
- Literacy for Social Justice  
Teachers Research Group

**SCHEDULE**

# Welcome

Welcome to the ABC's of Literacy: Acting for a Better Community Regional Conference. The ABC Conference Committee is pleased to have you join us in our efforts to "unlock the power of literacy." We appreciate the work you are doing to end low literacy in our region and hope that you find the next two days energizing and supportive of your efforts.

The workshops and events of the conference were planned based on the feedback of students, educators, and other members of the literacy community. Please let our committee know how we can continue to support your work at future conferences and on a regular basis.

We would like to thank Webster University for hosting us, as well as all of our sponsors and presenters for making this conference possible. We would also like to invite you to attend Literacy Roundtable meetings, which are held every third Tuesday at 10:00 a.m., and join us this fall for the Educating for Change Curriculum Fair on September 30 at the International Institute. Please feel free to contact us at 866-814-READ for more information about these events, or visit the Literacy Roundtable web site at [www.literacyroundtable.org](http://www.literacyroundtable.org).

Thank you for joining us. We hope you enjoy the conference!

Sincerely,

ABC's of Literacy Conference Committee

- Carlotta Algee-Stancil - St. Louis Public Library
- Sarah Beaman-Jones - LIFT-Missouri
- Maggie Dyer - LIFT-Missouri
- Marcia Hayes-Harris - St. Louis Public Schools-Project Even Start
- Valerie Harris - Lewis and Clark Community College
- Nancy Higgins - Webster University
- Nancy Johnson - Lewis and Clark Community College
- Mary Ann Kramer - St. Louis Public Schools Adult Education and Literacy
- Ora Lewis - St. Louis Public Schools Adult Education and Literacy
- Caroline Mitchell - YMCA Literacy Council
- Necole Powell - Webster University
- Rebecca Rogers - Washington University
- Phyllis Thomas - Parent Engagement and Empowerment Center

## KEY:

**SVER = Sverdrup Business & Technology Center**  
**WEBH = Webster Hall**

‡ = **Early Childhood Training clock hours are available for these sessions**  
**4 AEL Professional Development credits are available for conference attendees**

# Certificate of Completion

## ABC's of Literacy: Acting for a Better Community Regional Conference

May 18 & 19, 2006  
Webster University in St. Louis

This certificate is awarded to

\_\_\_\_\_ in recognition of completion of the following trainings:

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# Thank You!

The ABC's of Literacy Conference Committee would like to say a special thank you to the following people and agencies:

**Webster University**

**Vickie Newton and KMOV Channel 4**

**The Literacy Roundtable**

**LIFT, Missouri's Literacy Resource Center**

**Parents As Teachers National Center, Inc.**

**Lawrence L. Cohn Literacy and Learning Laboratory**

**Literacy for Social Justice Teachers Research Group**

**Webster Institute for Literacy**

**Nancy Higgins**

Special Events Coordinator, Webster University

**Necole Powell**

Webster University Alumni Office

**Brain Cohen**

Media Producer, Washington University

**Brenda Fyfe**

Dean, School of Education, Webster University

**Left Bank Books**

**All of our wonderful volunteers, student leaders, workshop presenters, poster session participants, Pauline Lipman, Patty Carleton, and Arlene Zarembka**

**All of you who chose to be a part of the literacy discussion and participate in this conference**

## 8:30 - 4:00 • Poster Session

(See page 15 for full description)

## 9:30 - 10:30 • Keynote Address

(See page 15 for full description)

## 10:45 - 11:45 • Concurrent Sessions I

### **SVR 105 Computer Literacy in the Classroom**

*Phyllis Shelby*

Participants will explore computer basics, resources, and web-based tools that can be used in the classroom.

### **SVR 111 St. Louis Integrated Health Network: Health Education and Literacy Program (HELP)**

*Kathleen Heldenbrand*

The St. Louis Integrated Health Network's HELP program focuses on increasing their clientele's health literacy by the use of Health Coaches to the degree that the individual has attained the independent capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. IHN Health Coaches are individuals who come from within the communities they serve and provide unique one-on-one attention and education for their clients, as well as providing valuable culturally-appropriate feedback to health care providers.

### **SVR 112 Using M&M Candies to Teach Basic Math Skills**

*Laura Dyer*

This presentation will begin with sorting and counting activities and will continue through fractions, decimals, etc. Each participant will receive handouts and their own bag of M&M's!

### **SVR 113 Popular Education for Teaching and Organizing**

*Melissa Mosley*

The Highlander Folk School in Tennessee, founded by Myles Horton, has been central in labor reform, environmental activism, and adult education movements. In this interactive session, we will watch a video of the popular education model, a model that is integral to Highlander's work. Then, we will act out this cycle of problem identification, information gathering, action, and reflection using a problem generated from the participants of the session.

## 10:45 - 11:45 • Concurrent Sessions I

### **SVER 114** ‡ **READ from the START: Family Reading for Emerging Literacy**

*Julie Douglas*

The Missouri Humanities Council's *Read from the Start* program encourages parents to read aloud to young children and provides tips for making stories come to life. In this session we will explore ways to use books at home to foster a child's emerging literacy.

### **SVER 115** **Successful Keys to Grant Writing**

*Tammy Gibson*

Learn some of the "secrets of the ages" of successful grant writing that Ms. Gibson has learned from Carey Kaltenbach and from writing over 50 grants with a 90% success rate. This is not a basic grant writing course, but information that can be used to help write a better grant than you've written before.

### **SVER 118** **Adult Learners Reading Beyond the Words**

*Phyllis Wilkinson*

Educators and tutors must provide scaffolds to support adults with low levels of literacy as they develop skills and strategies. We will demonstrate specific strategies that move learners beyond merely reading words to reading ideas, questioning the author, and making informed decisions – all a part of critical literacy. Session sponsored by Webster Institute for Literacy (WIL).

### **SVER 120** **Literacy Education and Revolution in Venezuela: Implications for the U.S.**

*Rebecca Rogers*

In this session I will share – through a photo slide show and presentation – my experiences of participating in an educational delegation in Venezuela. Venezuela is presently in the midst of a literacy campaign aimed to educate the millions of people who did not have access to education. We will discuss implications of the literacy campaign for the United States.

### **SVER 210** **Personal Finance Fundamentals – Budgeting for Success**

*Rawn Ford, Lorri Batsie*

Managing personal finances competently is essential to our well being as adults. Learn how a visit to Junior Achievement's Finance Park is a practical way to teach teens and adults how to budget for financial success.

## 12:00 - 1:30 • Awards Luncheon (See page 16 for full description)

## Conference Sponsors

### **KMOV- Channel 4**

KMOV Channel 4 has been broadcasting news in St. Louis since 1954. This year KMOV won six Edward R. Murrow Broadcasting awards. The station is committed to the St. Louis community and has provided leadership and support for many area projects and organizations including: Fair St. Louis, the Variety Club Telethon, the St. Louis Symphony, Personal Responsibility Education Program, and Forest Park. News Anchor Vickie Newton has also shown great dedication to the community and is involved in many community outreach projects including literacy. The Vickie Newton Fund, administered by the Literacy Roundtable, has provided educational grants to more than 40 individuals.

### **The Literacy Roundtable**

The Literacy Roundtable is a consortium of literacy providers serving the Missouri/Illinois bi-state region. Member organizations provide literacy instruction to children, adults, and families. The Literacy Roundtable supports literacy efforts by increasing public awareness of literacy issues, providing professional development for volunteer and professional educators, recruiting volunteer tutors and students, administering the Vickie Newton Fund, and sponsoring special literacy events. The Literacy Roundtable is a member organization of LiteracyUSA and ProLiteracy America.

### **Lawrence L. Cohn Literacy and Learning Laboratory**

The Lawrence L. Cohn Literacy and Learning Laboratory offers programs to prepare teachers to become teacher leaders for urban education and to serve the continued growth and enhancement of urban school leaders.

### **Parents as Teachers**

Parents as Teachers mission is to provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. The PAT vision is that all children will learn, grow, and develop to realize their full potential.

### **LIFT-Missouri**

LIFT serves as Missouri's Literacy Resource Center, with offices in St. Louis and Kansas City. LIFT provides training, technical assistance, and materials for educators and family literacy programs. LIFT also helps improve literacy services by integrating research-proven practices into the field. These services are provided in collaboration with nationally-recognized literacy organizations, experts from academia, and consultants with specific expertise.

### **Webster University**

Webster University is a private, nonprofit, accredited University that offers undergraduate and graduate degree programs. Founded in 1915 as a small private college, Webster has grown into an international network of over 100 campuses across the United States, Europe, China and Thailand. Webster University is dedicated to academic excellence, innovation in higher education, meeting the needs of students in an ever-changing world, and incorporating an international perspective throughout the curriculum.

### **Literacy for Social Justice Teacher Research Group**

The Literacy for Social Justice Teacher Research Group is a group of adult education instructors, elementary and secondary teachers, and university faculty and students committed to the relationship between literacy and social justice in classrooms, schools, and communities. The group's major actions include writing an edited book and the annual Educating for Change Curriculum Fair.

## Conference Presenters

**Carrie J. Pegg** has been an ESL teacher for five years, teaching in different settings and to at different levels. She works for the state of Missouri writing content standards for ESL adult education and works as a social advocate for refugees and immigrants.

**David Pole**, Deputy Director of SLU AHEC Program Office, has an MPH in Community Health Science, and has worked in the treatment and prevention of chronic disease for over 20 years, translating research into educational programs.

**Lynda Ritter** has been working with young children for nearly 20 years. Currently, she is a Child Development Specialist for the YWCA St. Louis Head Start/ Early Head Start program. She works directly with infant and toddler classrooms and their families.

**Jan Rodriguez** holds an MA degree in TESL from Southern Illinois University at Edwardsville and is an Assistant Director of the Education Department at the International Institute of Metro St. Louis.

**Rebecca Rogers** is an Assistant Professor in Education at Washington University. She studies critical literacy development across the life span. She is a co-founder of the Literacy for Social Justice Teacher Research group.

**Phyllis Shelby** is a Distance Learning Specialist for the Missouri AEL Professional Development Center at North Central Missouri College. She holds a B.S. in Education and an M.A. in Education with an emphasis in Computer Resources.

**Joan Suarez** currently is Co-Chair of the St. Louis Worker Rights Board and Convenor for the Immigrant Rights Action Task Force, both projects of Jobs With Justice.

**Phyllis Thomas** is a GED graduate of the St. Louis Public Schools, served two years as a VISTA adult education tutor, and now is an outreach specialist for the Black Leadership Roundtable.

**Stephanie Tolen** has a Masters degree in Adult Education from UM-St. Louis. She is the lead ESL instructor through the continuing education department at Harris-Stowe State University and teaches GED classes at St. Louis Community College-Forest Park.

**Jan Watson** has worked at the Parents as Teachers National Center for almost eight years, first as a national trainer and author of training manuals. In 2002 she became project manager of the Baby FACE (Family and Child Education) Program.

**Nora Wikoff** received a Masters in Library Science from the University of North Carolina at Chapel Hill. She now works at the American Optometric Association and tutors adults in University City.

**WILD** Students and staff of the St. Louis Public Schools Adult Learning Center who participated in the 2005-06 Women In Leadership Development Program will bring their individual and collective experience, wisdom, and perspective to their presentation on WILD.

**Marcia Wilderman** manages operations of Language Services and promotes the International Institutes's services through formal development activities. She instructs professional development workshops for interpreters as well as service professionals that work with interpreters. She is an instructor of English as a Second Language.

**Phyllis Wilkinson**, Chair of Communication Arts, Reading, and Early Childhood Department at Webster University and co-director of Webster Institute for Literacy, taught developmental reading and writing for adult learners for many years. She teaches a new graduate course at Webster University in teaching reading for adult learners and TESL/TEFL.

**Brian Williams** has been with the Randolph County Caring Community Partnership for over 5 years and currently serves as the Project Director for Project HOPE, a community based child abuse prevention program. He is a trained facilitator for the 40 Developmental Assets and Family Development Training and Credentialing Program.

## 1:30 - 3:30 • Meet the Author (See page 17 for full description)

## 1:45 - 2:45 • Concurrent Sessions II

- SVR 105 Using the Internet**  
*Shawanda C. Miller*  
Use of the Internet search engines can promote students' research and investigation skills and enable them to locate on-line information on any possible topic. Unfortunately, some information on the Web is neither accurate nor reputable. Students need to learn how to evaluate this information.
- SVR 111 The Effect of NCLB on Literacy and Learning** (Two hours continuous)  
*Peter Campbell*  
No Child Left Behind purports to improve public schools by enforcing a system of standards and accountability through high-stakes testing and sanctions. Instead of improving public schools and increasing the ability of the system to serve poor and minority children, the law is doing exactly the opposite.
- SVR 112 ‡ Language Acquisition for Infants and Toddlers**  
*Lynda Ritter*  
How do you support language acquisition in infant and toddler classrooms? This session will highlight how and when infants and toddlers learn to understand (receptive) and use (expressive) language. It will help you develop strategies and activities to support language development in the classroom and at home.
- SVR 113 Rosa Parks and Louis Armstrong Help Unlock the Power of Literacy in an Adult ESOL Classroom**  
*Angy Folkes*  
This is a demonstration of classroom activities including PowerPoint™ slides with Louis Armstrong singing "What a Wonderful World." It will include activities for beginning level English language learners and demonstrate how social justice topics are taught. Come and see pictures of students acting out the Montgomery Bus Boycott.
- SVR 114 Thoroughly Tested ESOL Tutoring Tips**  
*Sarah Barnard*  
You can benefit from the experience of over 200 hard-working ESOL literacy tutors! What works? What doesn't? What do you do with this person who's staring you down for an entire class session???

## 1:45 - 2:45 • Concurrent Sessions II

### **SVR 115** GED Connections Video Study Group and GED Online

*Joanne Bridges*

The Saint Louis Public Library has two study group programs which provide GED study services to individuals who lack a high school diploma. One program is video based and the other is an online independent study program.

### **SVR 116** Women in Leadership Development [WILD]

*St. Louis Public Schools Adult Learning Center Students & Staff*

Students and staff participating in the 2005-06 WILD Program used and developed their leadership skills through diverse activities and in various formats. A WILD Program Guide was compiled based on our experiences and is now available for use by others. Learn more about WILD, our 2005-06 series, and our new guide.

### **SVR 118** Second Annual Educating for Change Curriculum Fair Kick Off!

*The Literacy for Social Justice Teacher Research Group*

On September 30, 2006, the Literacy for Social Justice Teacher Research Group and Literacy Roundtable will host their 2nd Annual Curriculum Fair at the International Institute in St. Louis. In this session, we will share slides and stories from our 1st Annual Fair and workshop your ideas for presenting lesson plans and ideas for anti-racist, anti-sexist, multicultural, and pro-justice education. Please come to this session if you are interested in networking with social-justice focused educators in the St. Louis area.

### **SVR 120** Yesterday's Style, Today's Children (Two hours continuous)

*Kathy Adkisson, Kay Cook*

Could a shift in perspective change the relationship of teacher/tutor and learner? Could an understanding of everyday life, applying simple physics principles, make life easier? This workshop includes: experiencing ourselves differently, seeing today's children with a fresh look, time for personal applications, and discussion of focus-enhancing exercises.

### **SVR 210** Writing Can Be Fun! (Two hours continuous)

*Todd Evans*

Writing is important for any student trying to develop his or her language skills. However, 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 of the rules of grammar and spelling can be daunting to anyone, especially a new writer. In this hands-on workshop, participants will learn a writing process and fun activities to get students to enjoy writing. Activities are appropriate for basic literacy and ESOL students at all language levels.

## Conference Presenters

**Jana Groner Herman** has been in the Adult Education and Literacy field for over five years. She works as a Professional Development Specialist for the Missouri Adult Education and Literacy Professional Development Center which is grant-funded through the Department of Elementary and Secondary Education and operates from North Central Missouri College at Trenton, MO.

**Michael Herron** is an outreach specialist with the Parent Engagement and Empowerment Center: the education initiative of the Black Leadership Roundtable. He works with parents, community organizations, social agencies, and school districts.

**Kathleen Heldenbrand** received her BA from Webster University and her MA from the University of Florida at Gainesville. She has worked with refugee and immigrant communities for the past 14 years.

**Paris Jackson** holds a degree in psychology and has worked as an educator, counselor, and advocate for the past 15 years.

**Rhonda Jones** has over 25 years experience in the field of Adult Education and Literacy. She has worked in the capacity of Teacher, Master Teacher, and Administrator and Grant Coordinator.

**Mary Ann Kramer** serves as the Literacy Coordinator for St. Louis Public Schools Adult Education and Literacy. Her background is in Women's Studies and community-based initiatives. She works with others to advance literacy and social justice concerns.

**K. Kalimba Kindal** is a professional in the fields of education, government, and health care for 25 years. She has been a business and educational consultant and coach since 1994. Currently she is the Family Literacy Director for the Wellston School District.

**Jeri Levesque** is the State Evaluator for the Missouri Reading First program and serves as one of seven national Hub Leaders for the Reading First Impact Study. She is an Affiliate Associate Professor at the University of Missouri-St. Louis and has extensive research publications and technical reports on literacy.

### **Literacy for Social Justice Teacher Research Group:**

This is a group of adult education instructors, elementary and secondary teachers, and university faculty and students committed to the relationship between literacy and social justice in classrooms, schools, and communities. Our major actions include writing an edited book and the annual Educating for Change Curriculum Fair.

**Kim Litzau** has worked in Adult Education since 1999, first as Literacy Coordinator for the Rockwood School District and then as an administrator for the state-wide GED Online program. Kim has worked with over 35 AEL programs bringing GED online to every adult education student (with internet access) in the state of Missouri.

**Michael A. Mancini** is assistant professor in the School of Social Work at St. Louis University. His teaching and research specializes in community mental health practices, qualitative methods, severe and persistent psychiatric disabilities, psychiatric rehabilitation and recovery.

**Sydney Meyer** is the Coordinator of Education Services at KETC. She manages the annual Reading Rainbow Young Writers and Illustrators contest, facilitates educator and parent workshops based on PBS children's shows, and participates in community-wide station events.

**Shawanda C. Miller**, adult education instructor at Project Even Start, achieved a B.A. in Fine Arts/Computer Animation from Columbia College, Chicago. She uses her ten years of computer skills to teach students how to use the Internet to their advantage.

**Caroline Mitchell** has her MAT from Webster University. She is the Director of YMCA Literacy Programs. Caroline has taught early childhood and elementary education.

**Melissa Mosley** is a former elementary classroom teacher and current doctoral student at Washington University in the Department of Education. Her research interests include literacy, teacher education, and urban education.

## Conference Presenters

**Kathy Adkisson** has a Masters in Education with 30 years of classroom experience. She is currently the director of the YRead Program, a YMCA literacy program that provides one-on-one reading tutoring for children in need.

**Lorri Batsie**, Program Manager of Finance Park, Junior Achievement's personal finance experiential learning program, is a graduate of Valparaiso University. She earned her teacher certification in Social Studies from SIU-Carbondale.

**Sarah Barnard** is the instructor of the Literacy Tutorial program at the International Institute. She has a B.A. in French from Truman State University, and 8 years of experience tutoring and teaching languages to students of all ages.

**Sarah Beaman-Jones** is the Literacy Program Developer for LIFT-Missouri. With a Masters in Education, she provides technical assistance to family literacy sites and trains adult educators and early childhood educators.

**Brenda Boggs** is the Director of the Adult Volunteer Literacy Program at Southwestern Illinois College. She is a former English teacher and has worked in the field of education for 23 years.

**Joanne Bridges** is the GED/Literacy Coordinator for the St. Louis Public Library. She is one of the project facilitators for the LSTA Grants GED Online and GED Connections/WES Study Groups.

Advocate, educator, and parent, **Peter Campbell** is the Missouri State Coordinator for the Assessment Reform Network, part of The National Center for Fair and Open Testing (FairTest).

**Judith Cochran** has her PhD in Adult Literacy from Arizona State University. She holds the E. Desmond Lee Endowed Chair of Tutorial Education at the University of Missouri, St. Louis.

**Kay Cook**, founder of Genesis a Place to Heal, is a full time energy practitioner. As an energy facilitator she helps others to enhance their self-awareness through the application of physics principles and assists many, including families, in their transformation to a new paradigm.

**Gina Dattilo** has a background in Child Development from the University of Missouri Columbia. She worked in childcare for 12 years through out Missouri. She served as CO-CARE Coordinator for Grace Hill's Teen Parent Program and Parenting. She is currently a Referral Consultant for Child Day Care Association (CDCA).

**Julie Douglas** is the Family Program Specialist at the MO Humanities Council. She is an experienced teacher and author.

**Laura Dyer** is a mathematics professor at Southwestern Illinois College. She holds a doctorate in Mathematics Education and has more than 15 years of experience teaching mathematics at all levels, from arithmetic through Calculus.

**Maggie Dyer** has worked with LIFT-Missouri's Literacy Resource Center for over 5 years. She holds a Masters Degree in Teaching English as a Foreign Language and is currently the co-chair of the Literacy Roundtable in St. Louis.

**Todd Evans** is the Applied Technology Coordinator for ProLiteracy America and Training Coordinator for New Readers Press (both divisions of ProLiteracy Worldwide). Evans has been with ProLiteracy since 1995.

**Angy Folkes** is a Sr. Master teacher at the International Institute. She has taught ESOL there for 6 years. She also has taught workplace ESOL at Halbin Foods and Volpi Italian Meat Products Inc. She presently serves on the Missouri Adult Ed. ESOL Content Standards Steering Committee.

**Rawn Ford**, Director of After-School Programs for Junior Achievement, has served in various capacities in JA's programs department for 15 years. He studied business at St. Louis University.

**Tammy Gibson**, Executive Director of the Randolph County Caring Community Partnership, began her career as a Head Start Director in Northwest Missouri in 1987. She has also worked as a Title 1 Language and English paraprofessional and now manages an Even Start Family Literacy Center.

## 3:00 - 4:00 • Concurrent Sessions III

### **SVR 111 The Effect of NCLB on Literacy and Learning** (Continued)

*Peter Campbell*

No Child Left Behind purports to improve public schools by enforcing a system of standards and accountability through high-stakes testing and sanctions. Instead of improving public schools and increasing the ability of the system to serve poor and minority children, the law is doing exactly the opposite.

### **SVR 112 I Love "My Attitude!"**

*Jana Groner Herman*

We will be looking at the teacher's attitude and diversity in the classroom. We will touch on some hot topics! Do I have an attitude? Do I have an attitude with the diversity in my classroom? Come join the fun discussion on a hot topic!

### **SVR 113 Literacy Programs Reconnect Libraries to Their Communities**

*Nora Wikoff*

Although public libraries were first created to help the impoverished, most public library users are middle class and college educated. To fully serve their communities, librarians must reach out to citizens who do not use libraries. This presentation shows how communities benefit when librarians participate in literacy training.

### **SVR 114 Mental Health is a Social Justice Issue**

*Michael Mancini*

Mental health is a social justice issue. People with psychiatric disabilities/mental illnesses have been stigmatized and brutalized throughout modern history. This legacy continues taking many different forms, but always cloaked as 'treatment' in the best interests of the person. This presentation will explore the ways in which people with these disabilities have been oppressed historically and the ways in which this continues today – particularly with children. Implications for education and strategies to fight against this oppression will be discussed.

### **SVR 115 Family Support Team Meetings**

*Tammy Gibson, Brian Williams*

The Randolph County Family Literacy Center utilizes a strengths-based family meeting model that focuses first on the individual or family's strengths and then aides the family in identifying their own needs or issues and forming their own goals and plans. This model helps get to the core issues that hinder the individual in succeeding in their educational and other goals. Participants will be introduced to the model and also see a "live" support meeting in action.

## 3:00 - 4:00 • Concurrent Sessions III

### **SVR 116** Seven Habits of Effective ESOL Literacy Tutors and Teacher Aides

*Jan Rodriguez*

This session will focus on and discuss seven behaviors that are certain to enhance the effectiveness of any ESOL volunteer or professional in the classroom when put into consistent practice.

### **SVR 118** ‡ Get a Healthy, Happy Start to Reading Readiness Using PBS Children's Programs

*Sydney Meyer*

Come join Channel 9 and learn how to use Sesame Workshop's Elmo and his friends to promote healthy reading habits in your classroom or home. During this interactive workshop participants will develop fun, hands-on ways to motivate children to read using PBS children's programming. Participants will receive a children's book.

### **SVR 120** Yesterday's Style, Today's Children (Continued)

*Kathy Adkisson, Kay Cook*

Could a shift in perspective change the relationship of teacher/tutor and learner? Could an understanding of everyday life, applying simple physics principles, make life easier? This workshop includes: experiencing ourselves differently, seeing today's children with a fresh look, time for personal applications, and discussion of focus-enhancing exercises.

### **SVR 210** Writing Can Be Fun! (Continued)

*Todd Evans*

Writing is important for any student trying to develop his or her language skills. However, 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 of the rules of grammar and spelling can be daunting to anyone, especially a new writer. In this hands-on workshop, participants will learn a writing process and fun activities to get students to enjoy writing. Activities are appropriate for basic literacy and ESOL students at all language levels.

### **SVR 239** We Make the Road by Walking: Exemplary Adult Education Teachers

*Rebecca Rogers, Mary Ann Kramer*

Building on and sharing the knowledge and practices of exemplary adult education teachers, this session will focus on our study in which we interviewed, observed, and documented classroom practices of adult education teachers nominated as exemplary. The teachers in our sample use innovative literacy practices attached to social purposes to accelerate their students and facilitate their civic engagement.



Volunteer for Literacy. Change a Life.  
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A joint project of the National Center for Family Literacy and ProLiteracy Worldwide

**More than 90 million adults struggle  
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**Online courses and resources to  
help prepare volunteers, staff and  
community partners to play an important role  
in adult and family literacy programs.**



**[www.literacycampus.org](http://www.literacycampus.org)**

## Meet the Author

**Thursday • 1:30 - 3:30**

**Sverdrup Business & Technology Center Lobby**

Arlene Zarembka, coauthor with Patricia McKissack of *To Establish Justice*, which examines issues of justice and equality in American history by focusing on the Supreme Court's role in defining rights of minority groups and citizens. Each chapter is devoted to a particular issue and discusses how the beliefs and actions of the majority were often designed to benefit themselves at the expense of other groups.

Pauline Lipman's recent book, *High Stakes Education: Inequality, Globalization, and Urban School Reform* (Routledge, 2004), develops a case study of Chicago school reform to analyze the relationship of educational accountability to the restructuring of the labor force, globalization, neoliberal urban development, and the cultural politics of race in urban school districts. The book was a winner of the 2004 American Educational Studies Critics Choice Award.

**The authors will be on hand to discuss their books during the workshop breaks at 1:30-1:45 and 2:45-3:00. Left Bank Books will have copies for sale from 1:30-3:30.**

## Video Presentation

**Friday • 11:30 - 12:30**

**Webster Hall Winifred Moore Auditorium**

**Organizing for Change: Adult Literacy Education in St. Louis, Missouri**

Throughout history, people around the world have organized and struggled for literacy education and the accompanying social change. This locally-produced documentary illustrates the process of organizing for adult literacy education in St. Louis. The video features interviews and live footage with adult education students, teachers, and the organizers who are making history in St. Louis. Listening to the voices of teachers, students, and organizers reminds us that literacy education is an important part of the struggle for social justice.

**Director: Rebecca Rogers, Ph.D.  
Producer: Brian Cohen**

## Conference Schedule • Friday

**8:30 - 9:00 • REGISTRATION**

**Webster Hall Main Lobby**  
Registration area will close at 9:00 a.m.

**9:00 - 10:00 • CONCURRENT SESSIONS IV**

**Webster Hall**

**10:15 - 11:15 • CONCURRENT SESSIONS V**

**Webster Hall**

**11:30 - 12:30 • VIDEO PRESENTATION**

**Webster Hall Winifred Moore Auditorium**  
Organizing for Change: Adult Literacy Education in St. Louis, Missouri

**12:30 - 2:00 • BOX LUNCH DISCUSSIONS**

**Webster Hall**

## 9:00 - 10:00 • Concurrent Sessions IV

### **WEBH 322 New Directions in Literacy Instruction**

*Judith Cochran*

The definition of reading has changed dramatically in the past thirty years. Currently there is a disconnect between reading instruction, assessment, and research. Come and learn new techniques for teaching adult reading that will engage your students as they learn.

### **WEBH 323 ABC's Beginning Readers Workshop** (Two hour continuous)

*Jeri Levesque*

Designed for adult educators and tutors working in family literacy, AEL, corrections or other literacy programs, this interactive workshop will orient adult educators to current research on best practices associated with teaching adults to read. The workshop will provide strategies for teachers to interpret student assessment results, make decisions, and determine strategies for instruction. It will include information on research regarding adult learning, how research guides instruction, and accountability.

### **WEBH 330 (Not) Lost in Translation: Communicating Effectively Through an Interpreter** (Two hour continuous)

*Marcia Wilderman*

This workshop is designed specifically for professionals working with language interpreters. Topics to be addressed are: requesting language interpretation services; the role of the interpreter; interpreter ethics and confidentiality issues; legal implications; and strategies for working with interpreters.

### **WEBH 400 ‡ Nourishing Language Development**

*Jan Watson*

This session will highlight the important responsibility of adults in nourishing and supporting the language and literacy development of young children. Discussion will focus on age-appropriate techniques to support language development and ways care givers can respond to and stimulate language development. Interactive practices and books will be shared.

### **WEBH 401 ‡ Sound it Out: What is Emergent Literacy** (Two hour continuous)

*Gina Dattilo*

The members of this workshop will explore ways to extend children's books through activities. We will discuss the stages of book development. Tips will be given on reading to children and realistic ways to enhance their book selections.

## Awards Luncheon

**Thursday • 12:00 - 1:30**  
**University Center Gymnasium**

**Welcome and Introductions**  
**Brenda Fyfe, Webster University**  
**Sarah Beaman-Jones, LIFT-Missouri**

**Mistress of Ceremonies**  
**Patty Carleton, Director of Youth Services, St. Louis Public Library**

**Outstanding Student Awards**  
Deanna Draper, Carondelet Family Literacy  
Naomi Asher, University City AEL  
Vesteria Pegues, YMCA Literacy Council

**Student Award Nominees**  
Alice Jones, St. Louis Community College-Meramec  
Frial Bayati, St. Louis Community College-Meramec  
Larry Rodgers, YMCA Literacy Council  
Laureen Lawson, YMCA Literacy Council

**Outstanding Tutor Awards**  
Kenneth Shaver, YMCA Literacy Council  
Kenneth Wilde, University City AEL  
Sr. Ruth Margaret Raupp, Carondelet Family Literacy

**Tutor Award Nominees**  
Anita Riddle, St. Louis Community College-Meramec  
Grace Ryoo, YMCA Literacy Council  
Hal Ream, St. Louis Community College-Meramec  
Jack Gausch, University City AEL  
Les Borosky, YMCA Literacy Council  
Lori Shontz, YMCA Literacy Council  
Rachel Webb, St. Louis Public Schools AEL  
Shenae Sims, St. Louis Public Schools AEL  
Shirley Hooker, University City AEL  
Sr. Marie Pierre Kettenbach, YMCA Literacy Council

**Poster Award Winners**  
1st Place: Jerry Thurman, St. Louis Public Schools AEL  
2nd Place: Angela Johnson, YMCA Literacy Council  
3rd Place: Don Harris, Ferguson-Florissant Family Literacy

**Vickie Newton Award**  
Aunyah Carter, St. Louis Public Schools-Project Even Start

**Special Announcement**  
Ernest and Barbara Adelman Literacy Award

## Keynote Address

Thursday • 9:30 - 10:30  
University Center Gymnasium

EDUCATION AND SOCIAL JUSTICE: GLOBAL CHALLENGES/LOCAL STRUGGLES

DR. PAULINE LIPMAN, DEPAUL UNIVERSITY

Welcome: Richard Meyers, Webster University

From No Child Left Behind, to cuts in adult education, to the school-to-prison pipeline, to privatization of public schools, we are living through drastic attacks on equitable public education, especially for low-income people of color. This process is part of a global and national neoliberal agenda to eliminate public institutions, replace the public good with private interests, and enrich the very few at the expense of the majority. Understanding connections between global economic and social policies and local educational issues helps clarify who is affected, what is at stake, and where we can make alliances. Chicago school policy provides an example of how local education policies can serve a larger program to turn schools over to the market, eliminate unions and local democratic decision-making, displace low-income communities of color, gentrify cities, and channel a whole generation of youth of color into the military, prisons, and low-wage jobs. Chicago also provides an example of emerging resistance to these policies. Because the education agenda is linked to a broader social/economic agenda for the city, it is beginning to seed an inter-racial, cross-city alliance of teachers, communities, unions, school reformers, parents, and grass roots organizations. The Chicago case demonstrates that, in the current context, education is part of a larger struggle for racial and economic justice.

## Poster Session

Thursday • 8:30 - 4:00  
University Center Lobby

Parents as Teachers  
The Literacy Roundtable  
Junior Achievement of Mississippi Valley, Inc.  
Harris Stowe State University  
Literacy for Social Justice Teachers Research Group (Bake sale 8:30-9:30)  
Literacy Education in the Context of Human Rights from Washington University in St. Louis

## 9:00 - 10:00 • Concurrent Sessions IV

### WEBH 402 Teaching Worker Rights

*Joan Suarez*

Increasing numbers of New Americans now enrolled in ESL and GED programs have no information about their rights as workers. This presentation is intended to give service providers information about the state of worker rights in the U.S. today as well as basic information and exercises to use with program students.

### WEBH 403 Managing ESL Classes: A Cross Culture Experience

*Stephanie Tolen*

Are you meeting the challenges of Teaching Adult ESL? This presentation will assist ESL instructors in identifying strategies for classroom management, instructional design, and attaining communicative competence.

### WEBH 405 Family on a Mission...is Possible

*K. Kalimba Kindal*

This session, designed for professionals working with children and their families, will provide a solid foundation on how to assist families in reclaiming the missing pieces to success through personal power and self empowerment. Learn to determine whether you are doing the right thing for yourself and your families.

### WEBH 406 Empowering Students Through Mini-Course Instruction

*Rhonda Jones*

Mini-Courses in AEL engage students, increase retention, offer educational choice, and allow for multilevel instruction. This session will present topics, such as algebra, book clubs, and biology, taught by staff, tutors, and community volunteers. Learn how we implement, manage, and develop curriculum of our ALC Mini-Course Pilot Program and how it can be adapted to various settings.

## 10:15 - 11:15 • Concurrent Sessions V

### **WEBH 221 GED Online**

*Kim Litzau*

GED Online is an Internet-based learning system for all adult education students in the state of Missouri. If work schedules, family commitments, or transportation constraints keep students from regularly attending GED class, the answer might just be GED Online! This program will help teachers/students/tutors understand the enrollment process for GED Online; we will review curriculum and learning systems.

### **WEBH 322 ‡ Simple Strategies for Reading with Children**

*Sarah Beaman-Jones*

Recent research demonstrates that giving parents specific strategies for reading with their children from infants to kindergartners will significantly increase reading skills, including comprehension. Come learn and practice these simple techniques recently presented by the US Department of Education.

### **WEBH 323 ABC's Beginning Readers Workshop (Continued)**

*Jeri Levesque*

Designed for adult educators and tutors working in family literacy, AEL, corrections or other literacy programs, this interactive workshop will orient adult educators to current research on best practices associated with teaching adults to read. The workshop will provide strategies for teachers to interpret student assessment results, make decisions, and determine strategies for instruction. It will include information on research regarding adult learning, how research guides instruction, and accountability.

### **WEBH 330 (Not) Lost in Translation: Communicating Effectively Through an Interpreter (Continued)**

*Marcia Wilderman*

This workshop is designed specifically for professionals working with language interpreters. Topics to be addressed are: requesting language interpretation services; the role of the interpreter; interpreter ethics and confidentiality issues; legal implications; and strategies for working with interpreters.

### **WEBH 400 Closing the Achievement Gap**

*Michael Herron, Phyllis Thomas, Paris Jackson*

This presentation will focus on the African-American academic achievement gap and will include strategies on eliminating this disparity. Intervention methods involve parents, educators, and community leaders as well as students.

## 10:15 - 11:15 • Concurrent Sessions V

### **WEBH 401 ‡ Sound it Out: What is Emergent Literacy (Continued)**

*Gina Dattilo*

The members of this workshop will explore ways to extend children's books through activities. We will discuss the stages of book development. Tips will be given on reading to children and realistic ways to enhance their book selections.

### **WEBH 402 Factors Influencing Productive Patient-Provider Interactions in the Care of Chronic Illness**

*David Pole*

The treatment and prevention of chronic illness requires greater patient participation and self-management than ever, yet the resources, information, and health communications often blame and shame rather than empower individuals. This presentation looks at issues of health literacy and patient-provider communications in the context of the Chronic Care Model.

### **WEBH 403 Roundtable 101**

*Maggie Dyer, Caroline Mitchell*

Are you a literacy provider in the St. Louis Metro Area? Would you like to find out more about literacy efforts in the region? Come learn about the Literacy Roundtable, a consortium of literacy agencies working in the bi-state area. We provide tutor training, resources, and networking opportunities for literacy programs, as well as promoting advocacy and public awareness around literacy issues.

### **WEBH 405 Getting Back to Tutoring Basics**

*Brenda Boggs*

This session will offer ideas for working with reading students, regardless of their reading grade level. Tutoring strategies, material selection, student input, learning inventories, use of everyday materials, etc. will all be discussed in an attempt to assist tutors in making their efforts more productive with their students.

### **WEBH 406 Social Diversity Through Literacy**

*Carrie J. Pegg*

When coming to a new country, ESL learners and their families are often faced with social barriers as well as language barriers. How do we as teachers teach students that the social barriers between races, classes, religions, etc. are arbitrary and that social diversity is something to embrace? The use of literature and music allows us to look beyond stereotypes and begin teaching for a better world.