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all write news

AT THE INTERSECTION OF NOISE AND LEARNING PROBLEMS

by Martha Merson

Every day the pleas for money to support some worthy cause come to my mailbox only to land in the recycling bin. E-mail petitions and action alerts compete for my attention. With so many issues to choose from, it is all too easy to do nothing. In spite of this, over the past few years I have focused my energy first on local efforts to prevent a new runway at Logan Airport (Runway 14/32) and increasingly to deal with airport expansions nationwide and especially to contain the growing use of air space between 10 pm and 7 am. Welfare reform protest, pro-choice rallies, and the threat of the Defense of Marriage Act have never spurred me to such action as the 727's that roar over me. That's just it, isn't it? The 727's are over *me*, over *my* backyard, raging through *my* daydreams while I garden, framing *my* day from 5:40 am to midnight. Sounds petty compared to world hunger, doesn't it? Before you dismiss my concern as one more Not In My Backyard issue, let me paraphrase Pete Seeger who said that the world could be saved by people fighting for their homes.

Like ordinary people who began with a close-to-home concern about a health issue, a loved one, or a nagging worry and who find themselves able to tread water in technical legal and environmental water, my advocacy work has been an education. I know more about Stage 2 and Stage 3 aircraft than I ever thought I would. I have learned about court injunctions, waivers, decibel levels, and I've learned that U.S. Senate Democratic Leader Tom Daschle's wife Linda is a major lobbyist for the airline industry. I have also learned at least one part of the answer to a question that haunts (motivates, plagues) adult educators.

While the issue of runway expansion at Logan seems to have defined parameters having nothing to do with education or literacy, in fact researchers are making connections between loud noise and memory and reading

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BUILDING COMMUNITIES OF TEACHERS: NATIONAL LEARNING NETWORK ONLINE

by Anne Meisenzahl

[The following article first appeared in the August 2002 issue of YouthBuild USA's Teaching Network News and has been abridged slightly for publication here. It describes a resource developed by A.L.R.I. Director David Rosen for YouthBuild that could also be of interest to GED teachers and others working in adult basic education.—Ed.]

Frankly, I started out skeptical. How could an online network for YouthBuild teachers help us feel less isolated? How would it be different from just surfing the Internet, doing searches for sites under the heading of "adult education"? Anyone who has been associated with YouthBuild USA for any period of time is aware of what a diverse group we are and how many regions of the country we represent. We recognize the many talents and strengths that YouthBuild teachers bring to their jobs. Our challenge has always been finding ways to learn from each other, far flung as we are.

How do we get new and experienced teachers together to share strate-

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Please share this newsletter with others at your program. The deadline for submitting material for the next issue is: April 15.

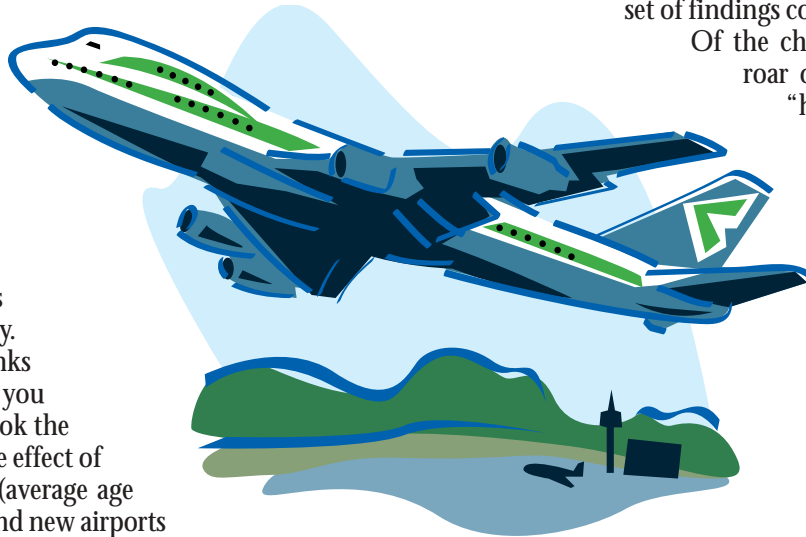
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problems. I have often heard adult educators argue that naming a learning disability enables some students to achieve a sense of relief or control. A new study suggests that students searching for an explanation for their difficulties might be able to cast some blame on excessive noise if they grew up near an airport or elevated train. In October, Cornell University's news service released findings from a recent study documenting direct links between noise exposure and learning problems. The causes of learning disabilities or learning difficulties or reading problems should be of interest to all educators, but I doubt that recent research shedding light on this question has been disseminated widely. Only if you follow all links to aviation noise would you learn that researchers took the opportunity to study the effect of noise on 326 children (average age 10) living near the old and new airports in Munich, Germany.

The environmental psychologists involved in the study conclude that:

Excessive noise, such as jet aircraft flying overhead, impairs children's reading ability and long-term memory.... "This is the first long-term study of the same children before and after airports near them opened and closed. It nails down that it is almost certain that noise is causing the differences in children's ability to learn to read," says Gary Evans, an international expert on environmental stress, such as noise, crowding and air pollution. "Noise exposure is consistently linked to reading deficits and may interfere with speech perception and long-term memory in primary school children," says Evans. "But it wasn't until we had this unprecedented opportunity to study children near the simultaneous opening and closing of the new and former Munich airports that we could actually find stronger evidence for a causal relation." (10/7/2002, Cornell University News Service, "Airport noise impairs long-term memory and reading," www.news.cornell.edu/releases/Oct02/noise.reading.ssl.html)



Evans and colleagues carefully matched students with children from similar households. The main factor that changed was the noise exposure and in their study the children consistently exposed to noise performed much worse on tests related to reading, memory, and speech perception than those living in quieter communities. (The full study, the first of its kind to examine the effects of airport noise on reading, memory, attention and speech perception in children, is published in *Psychological Science*, Vol. 13, No.5, Sept. 2002.)

What accounts for these startling results? Don't people who live under flight paths get accustomed to loud noise?

In 1998 Evans and his colleagues released the first set of findings conducted in the Munich area.

Of the children exposed to "constant roar of jetcraft" the tests showed "higher blood pressure and boosted levels of stress hormone levels."

[Boosts in stress hormones also] are of concern because they indicate that noise induces physiological stress. These hormones are linked to adult

illnesses, some of which are life-threatening,

including high blood pressure, elevated lipids and cholesterol, heart disease and a reduction in the body's supply of disease-fighting immune cells. (Cornell News, reported in 1998)

The Cornell news briefs don't explain why all this might affect learning, so I include my own analysis: Loud noises and interrupted sleep raise adrenalin levels. The fight/flight impulse is just that, an impulse which readies the body for physical activity. It is not compatible with or conducive to sustained attention to text. It could also be that the need to block out noise leads people to block out other stimuli, such as voices, which then dulls language perception.

Closer to home, an environmental study for the area surrounding LaGuardia in New York is underway. The Massachusetts Department of Health has done the groundwork for a health impact study of close-in communities to Logan (although this is not likely to look at memory, learning or reading, but rather cardio-vascular and respiratory illness).

Dr. Alan Greene of Sane Aviation for Everyone, or SANE, an anti-noise organization, said he escorted an academic from Columbia University to several Queens schools in a survey on aircraft noise and schools. "At each school, the principal

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said there was absolutely no problem," Greene said. "But the students told us everything in the classroom had to stop until each airplane was far enough away so anyone could hear." Jerome Goodman, an engineer and sound expert for SANE, said at least one extensive study on the detrimental effects of sound not only of aircraft but of elevated trains was published more than 25 years ago. But he said the Federal Aviation Administration denies that airport noise is a detriment to learning. (from "Airports negatively impact kids, memory, study finds," by Philip Newman, 10/24/2002 ©Times-Ledger 2002)

What can a person do? The reality is that the FAA, the EPA, your politicians all have little inclination to regulate noise and air pollution. Quite the opposite. Still, never doubt that a small group of committed people can make change. As an educator, I figure a good beginning point is education. You can get informed without leaving your keyboard: Locally visit CARE's website for ideas and information at <www.stop1432.com>. Planetalk hosts many studies at <groups.yahoo.com/group/planetalk/>. The Noise Pollution Clearinghouse is a great resource at <www.nonoise.org>.

It is heartening to note that the children who lived near the old airport and were performing poorly early in the study made gains when the airport near them closed. All the more reason why our actions now can make a difference. It is unclear how late in children's development the negative effects can be reversed.

When airplanes fly overhead or you hear about airport expansion locally or nationally, don't tune out. It may not affect your personal ability to read, but as a professional educator, be aware that it is having consequences for children in your community. Don't blame poverty or bad upbringing or lack of innate intelligence for students' learning difficulties. When the Department of Education suggests punishing districts for low test scores, let's question what changes will be made in pollution levels in the neighborhood, not what new administrative structures will be implemented or what reading or math program will be used.

Your own (and your agency's) actions matter. Think before you send a package Fed Ex. Their midnight flights wake up thousands. Don't fly at 5:40 am or 6 am if there are other choices. Children and adults need eight hours of sleep.

Noise pollution of course is not the only issue affecting us or the populations we work with. Whatever it is that moves you, selfish as it may seem, please fight for it. The ripples will travel.

Related World Wide Web sites providing additional information on the news release quoted:

* How airport noise is harmful to health of children:

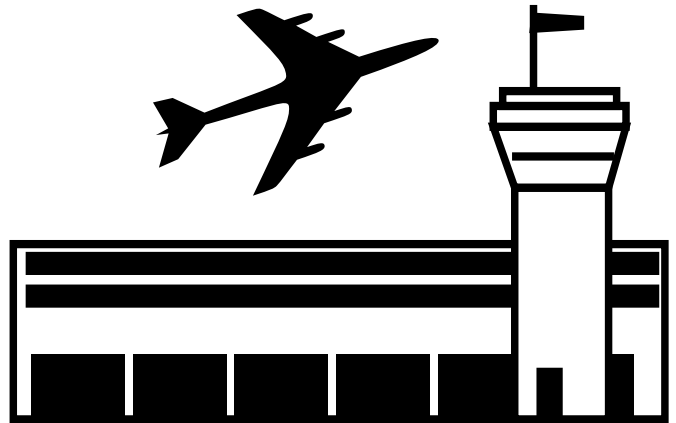
www.news.cornell.edu/releases/March98/noise.stress.ssl.html

* The effects of everyday traffic noise on children's well-being: www.news.cornell.edu/releases/May01/roads.noise.kids.ssl.html

* Cross-sectional study on effects of noise on reading: www.news.cornell.edu/releases/May01/roads.noise.kids.ssl.html

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Please send all material for the newsletter to the editor, Steve Reuys, at the A.L.R.I. (E-mail address: steve@alri.org; regular mail address: see last page of this issue. If sending by regular mail, please include, if possible, a computer disk (Mac or PC) with material saved as a "text only" document.) For more information or for permission to reprint articles, please call Steve at 617-782-8956 x14. Complete issues of this newsletter published since March, 1998, can be found in PDF format in the "Publications" section of our web page at: <<http://www.alri.org>>.

BUILDING COMMUNITIES OF TEACHERS

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gies? How do we talk to each other without spending hours on the phone in the middle of the night? How do we find out what other teachers do to address urgent issues like retention, classroom discipline, individualized assessment, and learning disabilities? How do we learn what our colleagues do to keep young people from falling asleep during algebra class? How do we make social studies relevant, relate leadership skills to the GED essay test, assess progress, and reward growth?

David Rosen is the creator of YouthBuild USA's National Learning Network Online (NLN Online). This program is part of YouthBuild USA's national learning network services, which include teacher training institutes, regional teacher networks, and technical assistance packages for charter schools. NLN Online is funded through a grant from the Charles Stuart Mott Foundation for the purpose of strengthening teacher communication and disseminating valuable resources. Rosen is excited about the Web site's potential to dissolve teachers' feelings of isolation. "I see the new Web site as a way of building community, as a way of having a national teacher conversation," said Rosen. "The NLN Web site is the starting place for building local communities of teachers. The hope is that teachers will meet via discussion forums, come together physically more often, and then continue to connect and share ideas through the Internet."

This summer at YouthBuild USA's Training Institute in Boston, Rosen made a presentation at the Learning Fair. "I introduced teachers to the idea and asked them to let me know if they were interested in starting an electronic list for their area. I'm looking for people who will catch fire with the idea, get excited about this process, and set up lists of teachers near them."

Discussions have already begun. To learn more about these forums, first go to the site (www.youthbuild.org/learningnetwork), then click on "Discussion Forums." To read texts of discussions that have already taken place, click on "YouthBuild Training and Education List (ytel)," then click on "Ytel Archives." Want to post a message to all the current list members? Follow the simple instructions to subscribe, then click on ytel@lists.literacytent.org.

One of the more satisfying features of the new site is The Electronic Watercooler. It's designed to enable users to

run into colleagues across the country at a virtual coffeepot or watercooler. The step-by-step instructions teach you how to download the instant messaging software from American Online and how to set up a buddy list—useful for either spontaneous chats with friends you have met at conferences or for scheduled online meetings.

Students can also access information from NLN Online. Click on "Student Resources" and find links to sites that offer career exploration opportunities; an online version of the *Occupational Outlook Handbook*; and information on apprenticeships, business, trade, and technical schools, and financial aid.

In addition to providing a number of venues for teachers to communicate with each other, NLN Online provides access to a wide variety of resources for teachers. In the next section, we have highlighted the kinds of resources available to teachers through the Web site, as well as a brief description of their contents. From information on college preparation and lesson plans related to the GED to virtual visits to exemplary sites, this Web site has a lot for you to explore.

And because teachers are usually the best judges of what materials are usable and relevant and which are not, Rosen is seeking teachers to review Web sites—their opinions about the value of these resources may be published online.

So, take a few minutes to check out NLN Online. It's as easy as typing www.youthbuild.org/learning/network.

It's worth the time to see what is out there and to get connected to an amazing network of folks. I am not skeptical anymore.

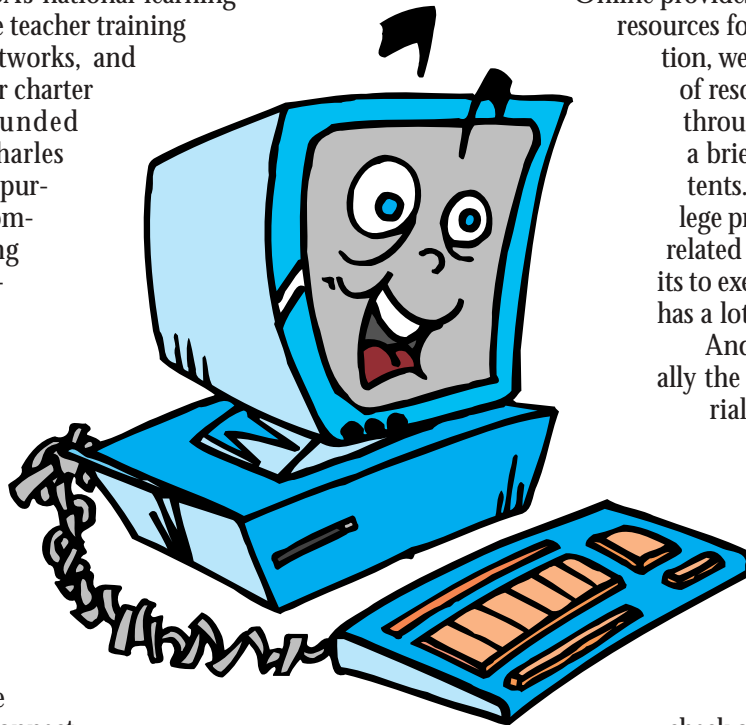
NLN ONLINE: WHAT'S IN IT FOR TEACHERS?

Click on "Teacher Resources," and you'll be able to choose from a myriad of options for teachers eager to find resources and develop interesting classroom materials.

GED Preparation: Official GED Testing Service site; free or inexpensive online GED teaching, learning, and assessment resources.

Continuing Education Opportunities for Students: Colleges and financial aid; apprenticeships; alternative ways to earn credit for college-level learning acquired out of class; occupational information; one-stop career centers.

Lesson Plan Databases: The GED 2002 Teachers Hand-

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book of Lesson Plans includes 38 lessons written by adult education teachers. These lessons integrate GED concepts into a variety of themes, including “Economic Market,” “Why Do People Come to America?” and “Political Cartoons.” Each lesson plan includes activities, real-life connections, extension activities, and suggestions for ESE/ESOL accommodations. The Study Place assists teachers with the process of developing their own lessons using a specific format, helps teachers and students create a class home page, and provides a variety of resources for both teachers and students.

Online Newsletters, Journals, and Other Publications: YouthBuild USA’s *Teaching Network News* can be downloaded if you have Adobe Acrobat, which is available free from the Web site. *All Write News* is a bimonthly publication of articles written by and for adult literacy practitioners, available free and online. *Focus on Basics* is an online quarterly publication of the National Center for the Study of Adult Learning and Literacy. It includes current research and writing by teachers.

Charter Schools: A collection of charter school information from selected states, as well as the section “About Charter Schools from the Center for Education Reform.”

Professional Development Library: Adult basic education teachers’ toolkit; engaged learning checklist; resources on learning differences and learning disabilities.

Alternative and Community Schools: The only site under this heading is actually quite extensive—it includes information about many programs around the country on the front lines in the creation of small and alternative schools.

Reviewed and Recommended Resources: Click on this link to get opinions about Web sites from experienced practitioners. To become a reviewer, type in the heading <www.youthbuild.org/learningnetwork/evaluation.html>. You’ll find everything you need to answer a few questions about a site. The review you write may be published on the Web site under “Reviewed and Recommended Resources” for other teachers to read.

Adult or External Diploma Programs: The National External Diploma Program Web site describes the diagnostic and assessment phases of a national program that awards external diplomas as an alternative to the GED.

Funding Sources: Available sources include grants and funding resources from the National Institute for Literacy LINCS Web site, and fundraising and grant information for sites from the Literacy List.

College Preparation: Web sites on the New England ABE-to-College Transition Project, financial aid, and academic preparation are listed here.

YouthBuild USA Materials Order Form: Here you will find a description of YouthBuild USA publications (program manuals, the *Working Hands, Working Minds* curriculum, leadership development materials, training videos, ar-

ticles about YouthBuild in the media, t-shirts and more) plus everything you need to order what you want.

Virtual Field Trips and Virtual Visits: Virtual Field Trips for Students provides access to a wide variety of exciting interactive sites: With a click on “Interactive Plant Tours,” teachers and students can take virtual visits to a wide range of factories all over the country. Students can get an in-depth picture of the inner workings of plants as diverse as a rubber factory, the Golden Cheese Company, Royal Oatmeal Cookies, and Tacoma Guitars. In the Virtual Domestic Violence Shelter site, visitors can click on a drawing of a house in order to see each of its rooms and have them described. Learn what happens in the children’s room, and read a case study of a 13-year-old girl whose mother is staying at the shelter. In the kitchen, find out about the importance of the “Cooking Can be Fun” class for women often criticized by dominating husbands for their own cooking. In the Virtual Developing Country Web site, teachers will find worksheets, teaching guides, maps and photos of Zambia. My favorite virtual visit was at the African Immigrant Folk Life Study Project, with an in-depth look at a Yoruba naming ceremony in Washington, DC.

Virtual Field Trips to Exemplary Teachers’ Classes and Projects: Links users to two sites that give access to interesting virtual visits: Teachers’ Network Broadband Project allows users to see streaming videos of exemplary teachers and state-of-the-art educational practices. Captured Wisdom: Integrating Technology into Adult Literacy Instruction is an interactive resource designed to help inform educators of successful practices of integrating technology into adult education instruction. Innovative, replicable activities are shown, described, and discussed by frontline classroom educators and learners so that other teachers feel that they have an opportunity to actually visit the class and chat directly with the learners about their work.

Assessment Instruments: This section includes articles on standardized testing and portfolio assessment and provides access to the Educational Testing Service’s test collection database, containing descriptions of more than 10,000 tests and research instruments.

Working Hands, Working Minds: YouthBuild USA’s construction training curriculum, *Working Hands, Working Minds* is designed to facilitate academic learning in an applied context. Through activities, community research projects, workplace exploration, group projects, role-plays and games, students are introduced to key construction concepts and learn essential reading, writing and math skills. Five units (Teamwork and Leadership, Health and Safety, Math and Measurement, Tools, Trades and Technology, and Housing and Community) are designed to be used collaboratively by classroom and vocational instructors.

Learning Disabilities: This link brings you to online resources with assessment tools for adults with learning disabilities. “Hello, Friend,” a beautiful, user-friendly Web site for teachers and students, discusses learning disabilities and is dedicated to Ennis William Cosby.

NEW ENGLAND ABE-TO-COLLEGE TRANSITION PROJECT

by Jessica Spohn

It's like stretching before running the marathon. You would never go for a strenuous run without stretching, so why go to college without attending the ABE-to-College transition program. —Ron, X-CEL Program graduate

Ron is currently a student at Bunker Hill Community College studying criminal justice. This quote is indicative of the way students feel after completing the New England ABE-to-College Transition Program. The College Transition Program at X-CEL helped Ron bridge the academic gaps that exist between the GED and the skill level needed to enter a community college. In addition, Ron learned how to navigate the college system. He gained the confidence needed to enter and succeed in college.

Since the project's launching in January 2000, hundreds of adult learners, like Ron, have had the opportunity to bridge these academic gaps. In 2000, there were five participating programs serving 150 students. Currently, there are 24 adult learning centers preparing 700 students for post-secondary education. The participating adult learning centers are located in community-based organizations, public schools, community colleges, and prisons. There are five ABE-to-College Transition Programs in the greater Boston area.

The New England ABE-to-College Transition Project is a partnership between the New England Literacy Resource Center (NELRC) at World Education and 24 adult learning centers in six New England states; the Nellie Mae Education Foundation funds the project. Its goal is to create opportunities for adult literacy program graduates to prepare for, enter, and succeed in post-secondary education so as to help them improve and enrich their own and their families' lives.

Students are eligible for the program if they are GED graduates, Adult Diploma graduates, and adults who have been out of high school for some time. The program of study is free and consists of instruction in pre-college reading, writing, and math skills as well as computer and Internet skills. Students also learn study skills, receive educational and career counseling, and are mentored by their peers when they enroll in higher education. All programs work directly with colleges in their community to make the transition process as seamless as possible.

The heart of the project is the partnership between the adult learning center and the collaborating college. Through this partnership, the academic and social needs of the non-traditional adult entering college are identified and supported. This process strengthens the adult learning center, the college, and the community at-large. It reinforces the

notion that the GED or Adult Diploma is not the terminal benchmark for our students. The GED and the Adult Diploma are a part of an educational continuum that can include community college, non-degree-granting certificate programs and four-year colleges.

To learn more about the New England ABE-to-College Transition Project please visit our web site at <www.collegetransition.org>. The web site has a profile of each program that participates in the project, our recommended course syllabi, teacher resources, lesson plans, and student profiles. It is a wonderful resource for any program that wants to help students transition effectively to post-secondary education.

As Henry, a College Transition Program graduate at the Webster Correctional Institution, said, "It has truly been wonderful and a stepping stone for me. It has also empowered me to want to further my education. I believe it has done me well and pushed me closer to the goals I'd like to reach..."

* * * * *

Jessica Spohn is the Coordinator of the New England ABE-to-College Transition Program.

BOSTON AREA ABE-TO-COLLEGE TRANSITION PROGRAMS:

ABCD/LearningWorks
College Pathways
19 Temple Place, Boston
Edward Downie, Counselor
617-357-6000 ext. 7533
downie@bostonabcd.org

Cambridge Learning Center
The Bridge Program
19 Brookline Street, Cambridge
Linda Huntington, Counselor/Coordinator
Tel: (617) 349-6363
Lhuntington@ci.cambridge.ma.us

Odwin Learning Center
1943 Dorchester Ave, Dorchester
Mary Tacelli, Executive Director
(617) 282-5320
odwin.execdirector@verizon.net

X-Cel
College Transition Program
7 Glenvale Terrace, Jamaica Plain
Don Sands, Executive Director
Tel: (617) 522-2590
x-cel@x-celeducation.org

WAITT House
117 Mt. Pleasant Street, Roxbury
Stephen Hanley, Executive Director
2520-2520-2520
sphanley@aol.com

FOR YOUR INFORMATION

ANNOUNCING "LITERACY LEADS"

If literacy programs could receive media coverage on a regular basis—not just at times of budgetary crisis—it would be beneficial for us all. The Boston Adult Literacy Fund would like to make this endeavor simple and efficient for you and other literacy programs by compiling and sending one master monthly press release to the media. This monthly listing is called "Literacy Leads."

All you need to do is to send us a brief description of learner progress or events at your program that demonstrates to the public the necessity for adult literacy. Just e-mail, fax, or send these materials to BALF by the 10th of each month, with the name, phone number, and good time to call of a contact person whom media should use if they want to follow-up on the story. We will contact you if we need more information. BALF's address is 3 School St., Boston MA 02108; our phone number is 617-720-0178; our e-mail address is <balf@balf.net>.

Just to clarify how this will work. *You* will remain in control of your story; we will only be the intermediary that packages it and tries to sell it to the media. If you already have good media contacts or have someone on staff who does public relations work for your program, you don't need this service. If not, we hope we can be helpful to you. We'll give it a run and see if it works for all of us.

Thank you again for your enthusiasm and devotion to the literacy cause. We look forward to working with you.

—*Joanne Appleton Arnaud, Executive Director, BALF*

NEW STATE BUDGET/TAXES CURRICULUM AVAILABLE

Now more than ever it's important for adult basic education students to understand how state government works and especially how money is raised and spent. MCAE, SABES, and DOE have recently collaborated to produce a new curriculum that is aimed at providing teachers with materials and activities they can use to help students learn about state government, budget, and taxes. Print copies are being mailed to programs, and a web version is available at <www.mcae.net>.

CHANGE AGENT SEEKS ARTICLES ON HOUSING

The Change Agent newsletter, published by the New England Literacy Resource Center, is soliciting articles for its next issue on the theme of housing. They are looking for lessons, activities, and student writings that reflect on how having or not having ideal housing affects our lives, as well as how teaching about housing affects our classrooms. Some possible questions for students and teachers to think and write about: 1) What happens when the topic of housing emerges in the classroom? What do you learn from introducing housing into the curriculum or class? What activities, resources and approaches have been most successful? Which literacy skills get tapped into and practiced? 2) De-

scribe and reflect on your current living situations—life in a temporary shelter, life on the streets, anxiety about losing a home, living with violence in the house or neighborhood, or the "perfect" housing and living situation. 3) How do you advocate and make change to bring about better housing conditions? All articles must be received by April 15, 2003. Please send material by e-mail or PC disk to: Deborah Schwartz c/o Angela Orlando, World Education, 44 Farnsworth St., Boston MA 02210 or <aorlando@worlded.org>. If you have questions, call Deborah at 617-482-9485.

LITERACY AND HEALTH CONFERENCE

The Centre for Literacy of Quebec is sponsoring, in partnership with the Canadian Public Health Association and (Boston-based) World Education, a summer institute on Literacy and Health, June 26-28, 2003 in Montreal, Quebec. The Institute is a three-day facilitated exchange that will bring together adult basic education practitioners, health care professionals, researchers, and policy makers to explore questions, enlarge understanding, and identify strategies to move literacy health policy and practice forward across local, national, and international boundaries. For more information, visit their website at <www.nald.ca/litcent.htm> or call 514-931-8731 x1415.

DOE SEEKS TRANSLATORS

The Massachusetts Department of Education is seeking people who speak and write fluently in Spanish, French, Portuguese, Mandarin, Russian, Vietnamese, Arabic, Haitian Creole, Cape Verdean Creole, or Bosnian to produce translations of a learner consent form. The form will be used by license-seeking ABE teachers who are having their classrooms observed as part of the licensure process. The translations will be both in writing and on audio tape and will be posted on the Department's website to assist ABE license-seekers. A stipend is available. For more information, contact Mary Jayne Fay, ABE Licensure Coordinator, at 781-338-3854 or <mjfay@doe.mass.edu>.

NEWS FROM THE A.L.R.I.

STAFF CHANGES

We'd like to welcome our new administrative assistant, Tina Viggiano, who joined us in January and has been kept busy learning the ins and outs of the various systems under which we operate at UMass Boston. Welcome, Tina; we're very glad to have you with us.

KITS WITH HEALTH THEMES IN THE A.L.R.I./BOSTON SABES LITERACY LIBRARY

Health Promotion for Adult Literacy Students—A set of notebooks each including a student workbook, a teacher's guide, a student reader, and a copy of the "NE SABES Guide for Integrating Health Across the Curriculum." Topics include First Aid, Nutrition, Women's Health, Exercise, Child Safety, and Health Care Resources.

Healthy Beginnings: Lead Safe Families—An ESOL curriculum on lead poisoning prevention. Student books on two levels, beginning and intermediate. The kit has a teacher's guide and multilingual glossaries.

Jumpstart: Food for Thought—Family literacy classes can share food memories and traditions and learn about nutrition. Children's picture books are combined with a packet of activities for children, adult learners and families.

Plain Language Health Resources—Includes sensible and sensitive resources from around the world. From the U.S. and Tufts, Miriam Nelson's video *Strong Women Live Well*. From PEI, Canada, *Is It Hot in Here?: A Handbook about Menopause for Women and Their Families; Beyond Prescriptions: Meeting Your Health Needs: A Plain Language Workbook About Health*; and *Curriculum Guidebook for Plain Language Health Resources*. From Australia, *Lan Is Sick*.

Rosalie's Neighborhood—Provides health care information for parents and caregivers of young children. The kit includes learner's books and a facilitator's guide.

To Your Health—A board game designed and developed by the students and teachers of the Worcester Adult Learning Center Health Team. Questions on Nutrition, Safety and Disease.

Look for other health materials in the A.L.R.I./SABES Library and also on the SABES and A.L.R.I. websites: <www.sabes.org/health/index.htm> and <www.alri.org/esquare/health/health.htm>. Contact Sandra Darling, A.L.R.I./Boston SABES Librarian at <sandra@alri.org> or 617-782-8956 x19 for more information.

Adult Literacy Resource Institute

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Boston, MA 02215

*Massachusetts
Readers: Please
Open Promptly—*

*Announcements
of Upcoming
Staff Development
Activities at the
A.L.R.I. Enclosed*