

**Adult
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all write news

AUTHENTIC LITERACY IN CLASS YIELDS INCREASE IN LITERACY PRACTICES

by Victoria Purcell-Gates, Ph.D.

[This article first appeared in the May 2002 issue of Literacy Update, a publication of the Literacy Assistance Center in New York City, and is reprinted here with their permission and that of the author.]

Using more authentic literacy activities in classes for adult learners results in students who read and write more in their lives outside of school. My co-researchers—Sophie Degener, Erik Jacobson, and Marta Soler—and I recently documented this outcome in our national two-year study, *Literacy Practices of Adult Learners Study* (LPALS), sponsored by the National Center for the Study of Adult Learning and Literacy (NCSALL). The complete research report can be downloaded at <www.gse.harvard.edu/~ncsall>.

The finding that authentic literacy instruction increases the practice of literacy outside of school is important for two reasons: 1) The most important outcome of any literacy instruction is undoubtedly helping adults to read and write more in their lives; and 2) Adults who read and write more have children who start school knowing more about reading and writing.

Authentic Literacy Activities

What are “authentic” literacy activities? My co-researchers and I defined them as reading or writing events that are like those that occur in people’s lives, as opposed to reading or writing in order to *learn* to read and write. Authentic literacy activities include reading a newspaper to learn the news or check the weather, reading a memo from a teacher to get information about one’s child, reading a novel for relaxation, or writing checks to pay for something.

The opposite of authentic literacy activities is “school-only” activities:

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THE IMPACT OF THE INTAKE PROCESS ON STUDENT RETENTION

by Elizabeth Whitsey

[This piece was originally written as a report on research conducted as part of a teacher workgroup exploring the issues of student retention and persistence. At that time Elizabeth was a counselor at the Ohrenberger Community Center’s Adult Education Program; today she is an Employment Specialist with the American Red Cross.—Ed.]

The Ohrenberger Community Center, located in the West Roxbury section of Boston, is one of more than 40 Boston Community Centers. Some years ago, I was offered a job as the program assistant/counselor in the center’s Adult Education Program. I am responsible for recruitment and retention, and one aspect of my job is student intake.

The intake process is scheduled to take two hours. The time for testing—by far the biggest part of the intake procedure—is usually set for 10am. Invariably, people arrive late. Public transportation is not as frequent as it might be, so if someone misses a connection, he may arrive anywhere from one-half hour to one hour late. Therefore, testing is initiated on a staggered

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

Authentic Literacy

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reading and writing in order to learn to read and write. Examples include filling in skill worksheets, reading a story to answer comprehension questions, underlining examples of short vowel sounds in a story, writing essays to be graded by the teacher, or working with a computer program designed to teach skills.

The essential components of authentic literacy events are *the purpose for the reading or writing* and *the text being read or written*. Authentic *purposes* are those for which people actually read and write texts in the world. Reading a newspaper to learn the news is an authentic purpose. Reading a newspaper to practice identifying main ideas is a school-only purpose. Authentic *texts* are those one finds in the world: newspapers, magazines, fliers, letters, mortgages, and so on. School-only texts are those specially written for schooling: worksheets, stories written for adult learners, flashcards, and the like.

Details of the LPALS Study

The LPALS study included adult literacy classes across the mainland U.S., in programs focusing on family literacy, adult basic education, Evenstart, and English for Speakers of Other Languages. Teachers and students from their classes volunteered to be part of the study; 83 different classes/teachers and 173 adult learners were represented.

The literacy activities of the classes were typed along a continuum from Highly Authentic to Highly School Only. We tracked the literacy practices of the students by interviewing them in their homes every three months for up to a year or for as long as they remained in the class. We asked if students had increased their practice of a number of literacy activities or begun new activities after they started attending class.

When we analyzed the data about the authenticity of class literacy activities and the degree of change in literacy practices by students, we found that the more the students engaged in authentic reading and writing in class, the more they increased their practice of literacy outside of class. These results were statistically significant and held true even after taking into account the reading level of the students, the type of program they were in, whether or not they were speakers of other languages, their class attendance, the number of times per week the class was held, and the length of time students had attended the class.

Using authentic literacy activities does not preclude explicitly teaching skills. Most teachers in the study who used authentic literacy activities also included explicit skill teaching, often with school-only materials. The key was that they embedded this teaching within authentic literacy activities. Teachers in classes whose literacy activities were rated more school-only tended to teach skills as activities in and of themselves.

Portrait of an Authentic Literacy Class

Ms. Wilson's ESOL classroom is filled with many different types of texts. A bookcase along the far wall is filled with novels; books of history, science, and poetry; and children's books. Another bookcase contains textbooks, workbooks, and reference materials such as bilingual and monolingual dictionaries. The local newspaper and various magazines are piled on a table by the wall. In one corner is a computer and, next to it, a panel displaying basic instructions for e-mail and Internet use in three languages: English, Spanish, and Creole. Next to the door, a bulletin board displays fliers of school and community news.

Ms. Wilson often designs class activities around issues that arise in the students' neighborhood. One day some students came to class disturbed by news that a young girl in the neighborhood had been assaulted. Realizing that this issue really mattered to the students, Ms. Wilson devoted much of the next week's instruction to this case. She brought in newspapers that covered the case for the students to read and discuss. Feeling that the police and the community were not taking enough action, the class decided to write a letter to the editor. Ms. Wilson took the opportunity to teach a short lesson on writing such a letter, using models from current newspapers. The class also reviewed spelling patterns they would need for their letter.

Ms. Wilson proposed that the class do research on issues of women's rights and safety. As students read about and discussed these issues, using the Internet and other resources, Ms. Wilson pulled out unfamiliar vocabulary words. She assigned groups to look up the words in the classroom dictionaries, write out the definitions and sample sentences using the words, and post their work for students to use in their reading and writing activities.

Once the class had composed their letter, several students wrote it on the computer, using the spell-checker to ensure accurate spelling. After a whole-class lesson on addressing envelopes, which included finding the necessary mailing information in the newspaper, the letter was sent.

Teacher Handbook

A handbook for teachers interested in incorporating authentic literacy activities into their adult classes will soon be available through NCSALL. This handbook takes the teacher through the process of identifying and locating authentic texts, getting to know their students and what purposes texts might serve for them, developing thematic units using authentic reading and writing along with explicit teaching of skills, and assessing literacy progress in an authentic context.

* * * * *

Victoria Purcell Gates is Professor of Teacher Education at Michigan State University.

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basis, as people arrive. The placement test consists of a 50-minute timed reading test, a 50-minute timed math test, four pages of student information for the community center, and a CDBG form for the Department of Education which requires some of the same student information. A general orientation is given one-on-one or in small groups, after students have completed the intake process. A student's reading test is usually scored before she leaves, so that she can be assigned class days and shown to the room in which her class will meet.

Prospective students are likely to feel stressed as a result of the test-taking and overwhelmed by the amount of information being solicited and the amount of information being given. There is little time for them to assess information and to formulate questions as they hurry to work or to pick up a child from school, the babysitter's, etc. Prospective students are encouraged to telephone me with any questions that may arise. Before they leave, they are given a student handbook with the telephone number of the community center printed on it. This handbook also contains information about the center and expectations concerning the students and the staff of the adult education program. The teacher to whom the student has been assigned is given a copy of the intake information which it is hoped he/she will have time to read before the student arrives for her first class session. Enrollment is open and ongoing.

Students come into the program, sometimes enthusiastically and sometimes reluctantly—prompted by the court system (in their terms of probation) or by the Department of Transitional Assistance (to maintain eligibility for benefits). Attendance may be steady for a time, then taper off. Some students have erratic attendance from the outset. Irregular attendance may reflect boredom, a lack of commitment to education, or disillusionment with the program. In the best scenario, a student would determine that this program is one in which she is willing and ready to work toward educational goals; a student would make a conscious assessment of her needs and of what the program is able to offer. Having made this assessment, a student enrolling in our program would plan to stay with it until she reached at least some of her goals. The number of student turnovers would therefore decrease. With the high-level of student turnovers in mind, I wondered whether there was some way to encourage prospective students in their process of personal assessment and program selection. I wondered what would happen if we built into the intake/orientation process an opportunity for prospective students to consider their own particular needs for education

and an environment personally suitable in which to learn.

My inquiry question became: What happens when I modify our intake process in order to explore the fit between students' expectations and the program's offerings? To determine whether information provided at the time of intake was adequate to prepare students for our adult education program, and because I am also interested in any factors which may improve the initial contact and intake process, I planned to use follow-up questionnaires two weeks after

intake (see box on next page) to gather feedback from the students. I would also monitor daily attendance and class participation as indicators of involvement in the adult education program. And to

be sure that all prospective students received the same information at intake, I devised a script.

Next, the two-hour intake process that had consisted of taking two fifty-minute timed tests and filling out student information forms was redesigned. Throughout February and March, prospective students took one fifty-minute timed test in reading and an untimed assessment of math skills. Each student wrote about previous experiences with schooling—what had worked for them, those things that hadn't worked well, a favorite teacher, where they had gone to school, etc. They also were asked to write a piece, more

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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>. Individual articles published since May, 1996, can also be found there in HTML format.

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creative in nature, concerning their given name: By whom or for whom were you named? Does the name itself have meaning? Does your name have meaning for your family? Given the chance would you change your name? If so, what would you change it to? Will your name take you where you want to go in life? Responses to this writing were sometimes funny, sometimes philosophical, sometimes insightful. I learned a lot more about the students entering our adult education program.

At the conclusion of an intake morning, students were assigned to one of three class levels, with consideration given to individual work schedules, when possible. At this point, we discussed long-term and short-term goals, as well as how the student might utilize the program to maximum effect. For example, on most class days there are two class levels in session simultaneously. The first hour of each day is allotted to math. A student would now have the option of switching

Questionnaire 1

1. Is this adult education program what you had expected? Yes No
(If you answered yes, please complete 1a and 1b, and then go to question #2. If you answered no, please complete 1b and 1c, and then go on to question #2.)
- 1a. Name some things that you thought would go on in class.
- 1b. Name some things that are not as you thought they would be.
- 1c. Why did you think the program would be different?
2. How did you decide that this program might be good for you?
3. Name some things that you like about this adult education program.
4. Name some changes you would make, if you could, to improve your experience in this adult education program.

Questionnaire 2

1. What do you remember about the intake process? That is the day that you came to this center for the placement test.
2. Did you learn anything at intake about your learning needs?
3. What impression of this adult education program did you take away with you?
4. If you were bringing new students into this adult education program, what parts of the intake process would you keep? What would you do without?

to a different class for math, if she felt the math taught in her class seemed too advanced and she would benefit from a math review. Likewise, a student struggling with reading and grammar in a lower-level class may be quite capable of advanced mathematical studies. She, too, had the option of moving into another class for that instruction. Overall, I hoped that students now enrolling would be more committed to our education program and ready to work toward improving their education and attaining their goals.

More specifically, my hope was that if the testing time was shortened, a prospective student would have time to think, time to write about herself and what she hoped to gain, and time to consider what the program had to offer. Students would have an opportunity to explore whether or not our program would be a good fit for them. For me, there would be more time to explore the expectations adult students were bringing to the learning program at our community center. However, regarding the intake itself, the results of my inquiry were not what I had anticipated. Students reporting a positive experience in the classroom also reported a positive experience at intake. The majority of students did not report factors specific to intake that influenced their decision to join the adult education program at this particular community center. For the most part, students remembered being nervous, and that the math assessment proved to them that they needed class time before they should attempt the GED exam. Students reported having been influenced by the daytime hours of our program, by the weekly schedule of classes (two or three days a week), and by the accessibility of our location to their home or to a bus line convenient to them. Yet as a colleague of mine is wont to say, the intake process as a warm welcome is good and at best begins the process of connection to this learning program.

However, there were other factors that did seem to have a more favorable effect on retention: One was entering students in a group. Because we have open enrollment, it is conceivable that we may have new enrollees every week. There are times when we do. Previously, it had been a common experience for a new student to find that she was the only new face in a class. This class, she would probably presume, had been together for some time. She might feel herself to be the "odd-man-out," so to speak. Along with the pressures of a new situation, this student might have a sense that everyone in the class was far ahead of her. No amount of counselling could shake this conviction. How to remedy this situation? After several discussions with a teacher who was new to our community center yet had years of experience in the adult education arena, we decided upon a model in which, after intake, students would be entered in a group, even if this meant delaying start dates until we had a small group—at least three students.

Students entering the program in this fashion seemed to become more comfortable in the classrooms and with each other sooner than students who had previously entered solo. These students carpooled immediately, or left together to

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catch the bus and generally connected to one another, apparently settling into a level of camaraderie that had taken the previously enrolled students much longer to establish.

Also, a math curriculum project (funded by the Department of Education) for which we recruited students had the most dramatic effect upon attendance. Students already enrolled in our classes were polled to determine their level of interest in a project titled Contractor or Designer Math. (Students in the GED level class tend to want to spend their class time working specifically on tasks directly related to taking this test). In concept, this curriculum project would begin with simple applications of measurement and evolve until a student could draft a floor plan of her home apartment, her ideal apartment, or some other living space. Students would learn how to determine the amount of paint and wallpaper, tile and curtain fabric that would be needed for their home decorating, as well as an estimate of the costs of these materials.

During the month of March, all prospective students were informed that a new math project would begin early in April and that it would serve as an excellent review of their basic math skills. This project was slated to be approximately four weeks in duration. Previously enrolled students and the newer enrollees began together in the math curriculum project, bringing to it a variety of skill levels. Those with more advanced skills naturally assumed roles as peer teachers to their classmates. The project proved to be an exciting one. Lessons that had begun with reading a ruler to within a sixteenth of an inch progressed to the visual exploration of the relationships between given geometric forms and the origin of the formulas by which their volumes are determined. (For example, a cone is one-third the volume of a cylinder of the same diameter, as demonstrated by filling them with colored water.)

Attendance attained an exceptionally high level during the period of the math project, rising from 49% in March to 88% in April. Some students expressed that they had enjoyed the opportunity to work with tools (rulers, measuring tapes, yard and meter sticks, volume relationship sets), numbers and formulas. They felt that they had been able to achieve an increased level of understanding—and some were pleasantly surprised at their own quickness in learning and understanding.

The Math Curriculum Project ended too close to the end of the school year for us to be able to differentiate normal patterns of declining attendance at the close of a session from the possible falling off of attendance at project's end. More data is necessary to determine the effect of mini-curricula not only on attendance, but on retention. However, there is certainly a correlation to be drawn between providing learning in an atmosphere of discovery and adventure that is geared toward the expressed needs of the students and retaining the students as they remain engaged in learning.

AT THE A.L.R.I. LIBRARY: BOOKS ON LEADERSHIP

About the only value the story of my life may have is to show that one can, even without any particular gifts, overcome obstacles that may seem insurmountable. In spite of a lack of special talents, one can find a way to live widely and fully. . . . I have had only three assets: I was keenly interested, I accepted every challenge and every opportunity to learn more, and I had great energy and self-discipline.—Eleanor Roosevelt

Bingham, Beth and Brenda Bell. *Teacher as Learner: A Sourcebook for Participatory Staff Development*. (Seeds for Innovation) Center for Literacy Studies. (LC 5225.T4 B46 1995). Creating successful and supportive learning environments for teachers.

Gardner, Howard. *Extraordinary Minds: Portraits of Exceptional Individuals and an Examination of Our Own Extraordinariness*. Basic Books. (BF 412 .G27 1997). Woolf, Gandhi, Mozart and Freud shared an ability to analyze their own lives, to identify their own strengths and to turn setbacks into future success.

Gardner, Howard. *Leading Minds: An Anatomy of Leadership*. Basic Books. (HM 4 .G35 995.) A study of human excellence, creativity and leadership.

Glazier, Steven, Ed. *The Heart of Learning: Spirituality in Education*. Penguin Putnam. (LB 4 .H353 999) Essays by contemporary teachers and spiritual figures.

Glickman, Carl D. *Leadership for Learning: How to Help Teachers Succeed*. ASCD. (LB 2806.4 .G45 2002). Directive, collaborative and nondirective approaches for coaching and supervising teachers.

Hayre, Ruth Wright and Alexis Moore. *Tell Them We Are Rising: A Memoir of Faith in Education*. Jon Wiley and Sons. (LA 237 .H49 A3 1997) An African American educator creates the Philadelphia "Tell Them We Are Rising" program.

Simons, George F. and G. Deborah Weissman. *Men and Women: Partners at Work*. Crisp Publications. (HD 6060 .S55 1990). Tools and skills for avoiding and resolving gender conflicts.

Simons, George F. *Working Together: How to Become More Effective in a Multicultural Organization*. Crisp Publications. (HD 808 .A5 S55) Managing your mind, your words and your unspoken language when working with people from other cultures.

Wilbur, Robert H., Ed. *The Complete Guide to Non-profit Management*. 2nd ed. Smith, Bucklin and Associates. (HD 62.6 .C66 2000) Practical information on managing; includes a new chapter on strategic planning.

—Sandra Darling

FOR YOUR INFORMATION

Placement Test Options

Adult basic education programs funded by the Massachusetts Department of Education have been told by DOE that they may not use for placement purposes any of the tests now required for NRS assessment reporting (i.e., the TABE, BEST, and REEP). Programs that were using other alternatives for initial placement of students can certainly continue to use these, but programs that were using the BEST or the TABE for placement purposes must now find other materials to use for placement. Programs are permitted to use the TABE locator test, the literacy section of the BEST, and the placement form for the REEP, but these may or may not be appropriate, and programs may still be seeking other options.

One possibility is to use informal assessments developed in-house or by other programs. A number of these have been published over the past several years in *Adventures in Assessment*, and many have been posted on the SABES website. Some were collected recently by the PAWG, and SABES is working to have these available at the regional centers.

Information on published tests is available at these websites and in these materials found in the A.L.R.I. library:

Materials available on the web:

The ESL Starter Kit, <www.vcu.edu/aelweb/kit.pdf>

ERIC Digest—The Issue: Adult Literacy Assessment, <www.indiana.edu/~eric_rec/ieo/digests/d45.html>

Review of Tests for ABE and ESL Programs, <www.nald.ca/fulltext/sticht/testing/page88.htm>

Adult ESL Learner Assessment: Purposes and Tools, <www.ed.gov/databases/ERIC_Digests/ed386962.html>

ericae.net (clearinghouse on assessment and evaluation), <ericae.net>

Books available in the A.L.R.I. Library:

Literacy Assessment: A Handbook of Instruments, edited by L.K. Rhodes

Measures for Adult Literacy Programs, by Gregg Jackson

Review of English Language Proficiency Tests, edited by Alderson, Krahnke, and Stansfield

An Authentic Dimensions of Change Assessment Guidebook, by Mallory Clarke

Other materials available in the A.L.R.I. Library:

Adventures in Assessment

The Assessment Tool Kit

An Overview of ESOL Tests (workshop), by Johan Uvin

Reading Assessments for Adult Basic Education Students (workshop), by John Strucker

Degrees of Reading Power test

Census Data Training Available

The Census Bureau conducts free hands-on workshops on how to access their community data via the Internet. They host workshops at their Regional Office in Copley Place every Tuesday starting September 10, 2002, from 10:00am to 12:00 noon, or if you prefer they will also provide this training at your organization. To reserve a space at a workshop or to schedule a session at your site, call 617-424-0510 or e-mail <boston.pdsp@census.gov>.

Celebrate 9/8

It's probably not marked on your office calendars, but September 8 is International Literacy Day.

NEWS FROM THE A.L.R.I.

A.L.R.I. Staff Update

Here's a current list of all our staff and how to reach us by phone (we're all at 617-782-8956) and by e-mail:

David Rosen, Director, x12, david@alri.org

Amanda Kennedy, Office Manager, x11, amanda@alri.org

Julie Bures, Office Assistant, x10, julie@alri.org

Maria Elena González, SABES Coordinator, x15, maria@alri.org

Steve Reuys, Staff Development Coordinator, x14, steve@alri.org

Sandra Darling, Librarian, x19, sandra@alri.org

Akira Kamiya, Computer Field Technologist, x18, akira@alri.org

Katy Hartnett, Curriculum & Assessment Specialist/ESOL Specialist, x16, katy@alri.org

Deborah Schwartz, Homebuying Readiness Coordinator, x20, deborah@alri.org

Ernest Best, MassAAL Director, x13, ernest@alri.org

Staff Change

Our VISTA volunteer, Larry Syms, has wound up his "tour of duty," and we want to thank him for the work he's done over the past two years. Larry has worked with a number of programs in the Boston area, helping their staff and students use computers and the Internet more effectively. The A.L.R.I. and especially these programs appreciate all the help he's provided, and we want to wish him good luck and good health in the future!

Library Hours

The A.L.R.I. Library is regularly open on Tuesdays from 12:00 to 6:00, on Wednesdays from 10:00 to 12:00 and 1:00 to 4:30, and on Fridays from 1:00 to 4:30. If these times don't work for you, you can also schedule a visit to the library at a different time; just give Sandra a call.

WANT TO HAVE A CHANCE TO THINK ABOUT SOMETHING ELSE BESIDES TESTING?

TAKE A LOOK AT THESE SABES GREATER BOSTON REGION PROGRAM-BASED STAFF & PROGRAM DEVELOPMENT OPPORTUNITIES

Program-Tailored Activities

Is there a topic on which you'd like to see a staff/program development workshop or series of workshops happen on-site at your program? As we have for the past several years, the

A.L.R.I. will later this month be sending out to program coordinators at all DOE-funded programs in the SABES Greater Boston region (Boston, Cambridge, Somerville, Watertown, Brookline, and Belmont) information on how program staff can request these sorts of "program-tailored activities."

Requests for these activities cannot come from individuals; they must come from programs and reflect the interests and priorities of program staff as a whole. So, if you have an idea for something you'd like to see your program request, or if you'd like more information about this, talk to your program coordinator and ask to see the material on "program-tailored activities" when it arrives.



Mini-Grants

Has an idea ever occurred to you for a staff or program development project that you thought would be useful and interesting to work on, but you didn't know what to do about it? Maybe you should think about applying for a staff and program development mini-grant. This year the A.L.R.I./SABES Greater Boston Regional Support Center will again

be awarding mini-grants of up to \$2,000 to staff at adult basic education programs in our region (again, that's Boston, Cambridge, Somerville, Watertown, Brookline, and Belmont) to enable them to carry out staff and program development projects. (Staff at both DOE-funded and non-DOE-funded programs are eligible.) If you're interested, ask your program coordinator to be sure to show you the mini-grant information and application form when it arrives at your program later this month, or call the A.L.R.I. to ask for a copy.



A Reminder About Staff Development

New teachers (and others) at ABE programs funded by the Massachusetts Department of Education may not be aware that your program's funding includes money to pay for your staff development time. Each staff person is expected to devote 2.5% of their total paid time (one out of every 40 hours) to staff development activities. You're encouraged to talk with your program coordinator if you have any questions about this.

WRITE FOR THE NEWSLETTER!

The *All Write News* is published by the A.L.R.I., but it is meant to be **your** newsletter. Its purpose is to present news and information dealing with adult literacy/adult basic education and to provide an open forum for materials written **by** and **for** adult literacy/adult basic education practitioners in this area. We encourage people to send us:

- articles that share practitioners' thoughts, experiences, and concerns; that reflect various approaches to adult basic education; that present ideas about teaching; or that explore important issues facing the field;
- reviews of books, instructional materials, curricula, websites, software, audio-visual materials, etc.;
- information on resources (financial or otherwise) available to programs;
- responses to previously-published articles;
- material in other, non-prose formats (such as poetry, cartoons, etc.).

Articles should usually be not more than five or six double-spaced pages in length, though there have been exceptions to this. For more information, see our Editorial Policy.

Please send all material to me at the A.L.R.I., 989 Commonwealth Ave., Boston MA 02215, and, if possible, please include a computer disk (Mac or PC) with your material saved as a "text-only" document. Or you can e-mail

it to me at: <steve@alri.org>. The deadline for submitting material for an upcoming issue is usually about one month after your receipt of the previous issue. Please call me at 617-782-8956 x14 to ask questions, discuss an idea, or get further encouragement. Thanks.
—*Steve Reuys*

Editorial Policy:

The goal of the *All Write News* is to present news and information dealing with adult literacy/adult basic education (which here includes ABE, ESOL, GED, and EDP/ADP) and to provide an open forum for articles and other materials that are written by and for adult basic education practitioners in the greater Boston area. Our policy is generally to print all material received from the field that is related to adult literacy/adult basic education, so long as it is of reasonable length (usually not more than five or six double-spaced pages, though there have been exceptions to this). We reserve the right to reject articles which advocate racism, sexism, ageism, homophobia, or anti-semitism or which are libelous or consist essentially of personal attacks on individuals. All signed articles represent the opinions of the individual authors and are not intended to reflect the views or policies of the Adult Literacy Resource Institute or its sponsoring institutions or funders.

Adult Literacy Resource Institute

989 Commonwealth Avenue
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*Massachusetts
Readers: Please
Open Promptly—*

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