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ABSTRACT

The Career Skills Enhancement Program (CSEP) was a National Workplace Literacy Program offered to Santa Clara County (California) Office of Education (COE) employees. A job skills study involved personal interviews, job shadowing, and examination of job descriptions and materials used by employees. Based on the study and initial needs assessment, the project coordinator ordered adult literacy materials and developed reading and math games and puzzles to supplement lessons. An awareness/recruitment campaign included six sessions for COE supervisors, articles in newsletters, and flyers. In addition to COE tutors, volunteer tutors were recruited from the community. Tutor training consisted of a 9-hour course developed by the coordinator, combining lecture, two short videos, sensitivity exercises, and hands-on participation. Tutors were encouraged to attend quarterly inservice training. Ninety-two COE employees were assessed; 80 decided to stay with the program. Supervisors and unions were not especially supportive of employee participation. Employee assessment included determination of reading, spelling, and mathematics level and discussion of short- and long-term goals, current job requirements, and future career plans. Individual Education Plans were developed, and each learner was matched with a tutor. A career counselor presented workshops on career-related topics. (A 251-item materials and equipment inventory is appended.) (YLB)

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Career Skills Enhancement Program (CSEP)
a National Workplace Literacy Program
Award # V198A00081

Final Report
To Cover Activities
April 1, 1990 - September 30, 1991

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Career Skills Enhancement Program
Award # V198A00081

Project Statistics
April 1, 1990 - September 30, 1991

Employees who were assessed - 92 (Twelve people decided not to be tutored or did not show up for sessions).

Employees served in tutoring program (who received 1-1 tutoring) = 80.

Sex = Female - 58 Male - 22

Ethnic = Caucasian 26
 Hispanic 46
 Asian 04
 Black 03
 Pacific Isl. 01

Age groups = 19 or younger 01
 20 - 29 10
 30 - 39 35
 40 - 49 18
 50 - 59 22
 60 - 69 10
 70 - 79 02

TOTAL TUTORING HOURS

1st quarter (7-1 to 9-30-90) 297 hours
2nd quarter (10-1 to 12-31-90) 704 hours
3rd quarter (1-1-91 to 3-3-91) 761 hours
4th quarter (4-1-91 to 6-30-91) 845 hours
5th quarter (7-1-91 to 9-30-91) 600 hours (estimated)

Total = 3,207 hours

Tutor Trainings = 10

Total tutors trained = 95

Quarterly Inservices for Trained Tutors = 5

Tutors who were matched = 86

Sex = Female - 68 Male - 18

Ethnic = Caucasian 66
 Hispanic 11
 Black 01
 Asian 07
 Pacific Isl. 01

Age groups 20 - 29 17
 30 - 39 17
 40 - 49 18
 50 - 59 22
 60 - 69 10
 70 - 79 02

CSEP Learners Being Referred to other Programs

1. To San Jose Library = 21
Six tutors will be continuing to tutor COE employees through the library program.
2. To Santa Clara County Library Program = 1
3. To International Refugee Tutorial Services (a Literacy Volunteers of America English-as-a-second language program). = 6
4. CSEP Learners who met goals and/or are being referred to adult education or community college programs. Their skills are too high for 1-1 library programs. = 16
5. Learners continuing with tutors independently = 3
6. Learners, no longer available or not wishing further services = 21
7. Learners who left CSEP before they completed goals = 12

Non - Tutoring Activities

Open House - Attendance = 63

February, 1991 - "How - To" Workshop for Literacy Providers - attendance = 58

Career Counselor's Workshops = (6 topics & 16 sessions).
Total Attendance = 217

Learner Support Group Sessions = 4
Total attendance = 30

Reference: Grant #V198A800081
Final Performance Report
To cover activities for
April 1, 1990 - September 30, 1991

Objectives and Accomplishments

Objective 1

A Job Skills Study was conducted and completed by the Coordinator during the first quarter of operation (April 1, 1990 - June 30, 1990). This in-depth audit included personal interviews with supervisors, job shadowing in several departments, examination of materials used by delivery drivers, film inspectors, media clerks, school site aides, custodial staff (at various sites, since duties and required reading materials sometimes were different), etc. The Personnel Department supplied job descriptions and other information requested. Department and unit supervisors were notified about the planned audit before the CSEP Coordinator visited sites.

Employees who were interviewed reported that they usually could read job-related materials but felt that their writing skills were inadequate. They were unable to write effective memos, business letters or notes. Two supervisors stated that they spent too much time trying to compose memos to administrators or to the people they supervised.

By the end of the project at least sixty-five enrollees admitted that when they had attempted to take promotional exams in the past, they had failed at least once or twice. All employees interviewed complained about exams given by the Personnel Commission (a separate entity from Personnel Department). Even though many employees were not required to use math to perform their job duties, all tests seemed to include math, especially word problems. 95% of enrollees in CSEP exhibited serious deficiencies in mathematics, many people not even able to complete simple multiplication problems.

Although the Director of the Personnel Commission was a member of the CSEP Advisory Committee, he was unwilling to share any sample tests or give the program staff any information about subject areas covered in the tests. This information would have been invaluable when the Coordinator developed curricula and selected learning materials.

Interviewees also felt that their oral communication skills were lacking, and that they felt unable to speak up at staff meetings, to give work-related presentations to groups or to answer questions during oral interviews for promotional opportunities.

Two employees in the Media Center had trouble reading titles and categories in the film/video catalog. Teachers often call the clerks to reserve titles or to have items delivered to their schools. Sometimes they ask the clerks to read titles in specific categories i.e. videos on human anatomy for secondary students, etc.

Objective 2 - Curriculum Development

Based on the job skills study and initial needs assessment, the Coordinator ordered adult literacy materials and developed reading and math games and puzzles to help tutors supplement lessons. A copy of the collection inventory is included with this report (Note that items not now being used by CSEP learners and returned to the collection, were given to San Jose Public Library's Partners in Reading Program and the Santa Clara County Office of Education's Professional Library on September 25, 1991. Twenty-one CSEP enrollees are being referred to the Partners in Reading Program for continuing service.)

During the job skills study the Coordinator collected forms, samples of job-related vocabulary, manuals, memos and other items to encourage tutors to use real-life materials with their learners. The basic collection of materials was established by the end of the first quarter (June 30, 1991). More materials were ordered later, as needed.

Some titles proved to be more effective than others. Both tutors and learners raved about the Cambridge/Prentice Hall Basic Math Skills series. Each book was easy to use, included clear instructions and provided opportunities for learners to practice a variety of problems. Since almost all enrollees wanted to improve basic math skills, this series was used heavily. A few titles, supposedly designed for workplace literacy programs, were not very appropriate for CSEP, since job titles and tasks did not match up with those in the organization.

Objective 3 Awareness/Recruitment

Campaign - This campaign was conducted as outlined and was on schedule. The Coordinator presented six awareness/orientation sessions for COE supervisors in July and August, 1990. She spoke at unit meetings of Transportation Services (250 people), Head Start, Alternative Education, Student Services, Custodial Services, Personnel Services, District Business Services and the Educational Media Center staff. She attended several management level meetings to encourage supervisors to support CSEP activities and spoke to SEIU Local 715 stewards.

A bilingual (English-Spanish) recruitment flyer was developed during the first quarter and was distributed with all paychecks in May. Since Head Start uses many substitutes, a separate mailing of flyers was done for that department.

The program was featured in two major articles in the COE's CONTACT (in-house newsletter), in the SEIU Local 715 newsletter and in the Literacy Alliance for the South Bay's bi-monthly LIT-NOTES.

Additional flyers to recruit learners and tutors were developed as the program grew. Because the demand for volunteer tutors was not met by COE employees, the Coordinator recruited community volunteers by sending press releases and public service announcements to local media and by mailing flyers to area libraries and service organizations. CSEP was listed with the Literacy Alliance for the South Bay hotline, and a number of volunteers were referred to the program.

All upcoming activities (tutor trainings, workshops, etc.) were publicized in CONTACT, which is distributed to all employees.

Beginning in January, 1991 a bi-monthly project newsletter was published and sent to all COE departments, the union and Literacy Alliance members. New learners to the program said that the Coordinator's presentations and project flyers convinced them to enroll. Community volunteers mentioned the San Jose Mercury News Community Calendar, Literacy Alliance hotline referral and flyers in library as sources of information.

Objective 4 Tutor Training

By June, 1990 the Coordinator had developed a nine hour tutor training course, which combined lecture, two short videos, sensitivity exercises and hands-on participation by prospective volunteers. The first tutor training was completed in June 1990, and all newly-trained tutors were matched with COE employees in early July. A total of ten trainings were offered, first, on a monthly basis, and later as needed. Of the 95 people trained, 86 were matched and did tutor. Due to area lay-offs and work transfers, six of the nine trainees left the area, and the other three decided that the program did not meet their needs (one of the three was asked to discontinue the training, because her behavior was disruptive!)

The Literacy Evaluator and the Project Evaluator attended the trainings and their findings are included in their reports. In addition to completing evaluations at the end of the nine hour course, tutors were queried by the Project Evaluator after they had been matched and had tutored for at least several months.

Since tutor trainings were smaller than anticipated, and tutors expressed a preference for live training rather than video presentations, a separate tutor training tape was not produced. Instead, all workshops presented by the Career Counselor were videotaped so that they could be checked out by employees who were unable to attend the sessions, or who wished to view them again.

All tutors received a copy of Ruth Calvin's TUTOR (Literacy Volunteers of America) to reinforce information presented by the Coordinator. They were urged to read this guide and the contents of the training packet before meeting with their students.

As stated in the interim report, an ESL class was not established. Although, COE supervisors indicated a need for ESL services in the initial survey, only a few employees with limited English language skills enrolled in the program. Those who did request assistance, expressed a preference for individual tutoring. All ESL students were matched with tutors.

Tutors were encouraged to attend quarterly in-services, and all received the bi-monthly CSEP News.

Objective 5 Student Placement and IEP Process

Ninety-two COE employees were assessed by the Coordinator during the course of the program, but only eighty decided to stay with the program and take advantage of the tutoring. Although all recruitment literature stressed confidentiality, free services, work-release time and other positive benefits, learner response was very disappointing and did not reflect the potential numbers indicated in the needs assessment. Unfortunately, many temporary, part-time workers, particularly Head Start and classroom aides, did not take advantage of the program. Due to a budget crunch and salary and hiring freezes, school principals were reluctant or unable to release staff who needed to improve their skills. Through the very active COE grapevine, CSEP staff learned that some employees were afraid to come forward due to possible reprisals from supervisors. Even some people who did agree to be assessed were unwilling to be tutored during work time, because they did not want their supervisors to know that they were in the program. Some administrators were very supportive and encouraged employees to upgrade their skills. Two supervisors in particular, the District Business Services Manager and the Educational Media Center Director, contributed to the success of the program. Most of the Educational Media Center staff were involved in CSEP, either as tutors or learners, and tutoring sessions were held in the building lunchroom, in film preview rooms or at study tables in the Professional Library near the CSEP office.

Since enrollment was lower than expected, the Coordinator asked the Advisory Committee for suggestions on recruiting more learners and how to convince supervisors to encourage people to seek assistance. The Personnel Director issued a memo to all supervisors asking for their support, and the Coordinator scheduled follow-up presentations in some departments.

Although SEIU Local 715 representatives were instrumental in convincing Santa Clara County Office of Education administrators to agree that a workplace literacy program was needed, they did very little recruitment of members and did not play an active role while serving on the advisory committee. Both the Career Services Counselor and the Coordinator made presentations at stewards' meetings and general union membership meetings, but there was little response.

Those employees who sought assistance were assessed by the Coordinator, who determined each person's reading, spelling and math level, as well as discussing short and long-term goals, current job requirements and future career plans. The learner and the Coordinator then developed an Individual Education Plan. When the learner was matched with a tutor, the tutor was asked to contact the learner to set up an initial meeting so the two could get acquainted. After the first meeting, the tutor was to call the CSEP office to request more information about the learner and to have appropriate materials sent. The Coordinator sent the tutor a copy of assessment information, the student's IEP, suggestions on how to proceed and materials. Tutors were required to inform the Coordinator if any problems occurred and were asked to submit quarterly reports.

The Coordinator called each enrollee after that person had been matched to check on progress and to ensure that his/her needs were being met. Absenteeism in the organization seemed to be a problem, and this affected the continuity of tutoring sessions. Learners in some departments, especially the Head Start kitchen and the Media Center, were away from work due to illnesses and disabilities for days, sometimes weeks, at a time.

Of course, those learners who were able to meet with their tutors on a regular basis usually made excellent progress. At the close of the program, a number of people wished to be referred to other literacy services, so that they could continue. Arrangements were made with two library literacy programs and an English-as-a-second language program for COE employees to receive one-one tutoring. Other enrollees, who were more advanced or were ready to move on to an adult education program or to a community college, were referred to appropriate services. The number of these referrals are indicated in the statistical section of this report.

Some employees enrolled in CSEP so that they could pass promotional or qualifying exams and could not formulate long-range goals. They were able to develop plans once their self-esteem had improved and they had achieved some success in their lessons.

Objective 6 - Support Services

Child care services and transportation assistance were not needed, since no English-as-a-second language classes were required. As indicated earlier, very few ESL employees enrolled in CSEP, and those who did, asked to be matched with tutors.

As outlined in the proposal, a Career Counselor was hired to present quarterly workshops on career-related topics. This goal was met and surpassed. Workshops presented included: Overcoming Test Anxiety, Creating An Effective Resume, Successful Interviewing (with a panel of supervisors) and an Interview Clinic where clients participated in videotaped mock interviews. In 1991 a support group for learners who wished to improve their public speaking was initiated. Copies of videotapes of workshops are being mailed to Constance Tynes.

The Counselor was to meet with each enrollee every quarter. This was only partially achieved due to time constraints. The Counselor met personally with the student at least once, and the majority of enrollees were seen two or more times over the grant period. Telephone contacts were made on a frequent basis to maintain counselor/client contact.

The part-time status of the Counselor, rigorous workshop schedule and large client load dictated less frequent individual appointments. A full-time counselor would have been more able to maintain quarterly contacts.

The Counselor also provided assistance to non-enrollees. Several employees who were placed on disability or were laid-off because of workforce reductions, received limited counseling services. This was done within grant proposal guidelines.

A large number of enrollees reported personal problems, substance abuse, pressing financial obligations and family or marital difficulties. Their children often experienced difficulty in school. These clients were given basic assistance and referred to appropriate community service agencies. For the future, the Counselor recommends that some type of employee assistance program be initiated to address counseling needs of nonsupervisory workers similar to the CONCERN Program available to supervisors. This need has been related to SEIU Local 715 representatives.

Objective 7 - Evaluation

All requirements for this objective were fulfilled. Project staff provided records of enrollment, tutor trainings, tutor quarterly reports, workshop attendance, participant evaluations and other information requested by the Literacy Evaluator and the Center for Educational Planning for the interim and final program review. The evaluation process was described in the interim report submitted by Patricia Bean and will be explained further by Ms. Bean's replacement Karen Fleck in her final report, to be mailed under separate cover.

Dissemination Activities

Project staff disseminated information about the program in a number of ways, including an open house to which all COE employees, union representatives and local literacy providers were invited, an interactive teleconference telecast to all COE school sites, orientations and departmental staff meetings. Both the Coordinator and Career Counselor reported on activities at monthly Educational Media Center staff meetings and at Advisory Committee meetings. In September, 1991 the CSEP staff honored the contributions of tutors and achievements of learners at a recognition party. All volunteers and enrollees received special certificates and some tutor-learner pairs were acknowledged for their extraordinary efforts.

The Coordinator or Career Counselor attended monthly meetings of the Literacy Alliance for the South Bay and shared project information. In February, 1991, in cooperation with the California Library Association's Literacy Chapter, CSEP presented a workshop for providers on establishing workplace literacy programs. Almost sixty people from many areas of California attended. The bi-monthly CSEP NEWS was mailed or distributed to all COE departments, Literacy Alliance members, local libraries and selected community agencies.

The Coordinator gave presentations at a United Way literacy conference in San Diego and at the September, 1991 Fresno Bee conference. She moderated two panel discussions on workplace literacy as a local tie-in to the PLUS teleconference JOBS 2000.

The Coordinator received numerous calls from corporate representatives, adult education programs, unions, community organizations and other agencies. Many of these calls were followed up by meetings and/or mailing information packets. Some of the inquiries came from the Southport Institute for Policy Analysis, Stanislaus County Department of Education, Literacy Network, Inc., Frito Lay, SEIU Local 790, San Jose Family Shelter, Kaiser Permanente, SEIU International Office, Cambodian New Life Association, Berkeley Adult School, Berkeley Planning Association, SMT Corporation, Santa Cruz County Workplace Literacy Task Force, United Technology Corporation, Marriott Hotel of Santa Clara, Hewlett Packard Corporation, Sun Microsystems, Futures Foundation, City of Hayward's Personnel office and the South San Francisco and Monterey County Library literacy programs. The Coordinator will present a program at the November, 1991 California Library Association conference.

Changes in Key Personnel

There were no changes in project staff. Due to a COE hiring freeze in the summer of 1990, a secretary was not hired until October 1990. A student assistant, who was computer literate, filled in until a secretary could start.

Patricia Bean, the Project Evaluator, transferred from the Center for Education Planning to Head Start in March, 1991 and was replaced by Karen Fleck who will submit a final evaluation.

Summation

In spite of certain barriers, such as lack of strong partner commitment once the project was funded, two lengthy hiring freezes and a lay-off, inadequate supervisory support and a rather passive advisory committee, the Career Skills Enhancement Program did achieve some measure of success and met most of the objectives outlined in the grant proposal. More than half of the learners who received tutoring services met their goals and/or opted to continue with another program as of September 30, 1991.

The career counseling and employee workshops were vital ingredients to success and were very well received. In fact, the need for an on-going counseling service became more and more evident. More training opportunities for COE non-supervisory personnel are needed and should be part of a "cafeteria" plan of options. Although the Career Skills Enhancement Program was not described as a "literacy" program some employees were unable or unwilling to come forward for assistance. If literacy classes or tutoring were just one option out many, more people might have enrolled in CSEP.

It would have been helpful to have more information and guidance from the U.S. Department of Education and especially, from our Program Officer. Although it was pleasant to meet people from other newly-funded programs at the June, 1990 Atlanta Conference, the sessions were not particularly informative. The closing conference in September, 1991 was too late and should have been scheduled about halfway through the funding period, so that project directors could have learned from their colleague's experiences.

Finally, the federal guidelines for National Workplace Literacy Programs are too narrow and do not allow individual projects to meet the needs of their clients. Although it is important to focus on workplace-related curricula for employees, it is necessary to consider other literacy needs, as well. Many COE employees lacked coping skills to function as parents and as consumers and responsible citizens. When the Coordinator expressed this concern to the Program Officer, she was informed that these other needs were indeed important but could not be addressed. More employees would have continued with their tutoring or actually enrolled in the program if family and consumer literacy needs were addressed.

**Career Skills Enhancement Program
Santa Clara County Office of Education
V198A00081**

Materials and Equipment Inventory Disbursement

Items for COE = to be housed in Adult Literacy Collection at the Santa Clara County Office of Education's Professional Library. Items will be available to the public.

Items for PAR = Partners in Reading Program, San Jose Public Library (a free, one-one literacy project). A number of CSEP enrollees are being referred to this program.

Inventory List

TITLE	PUBLISHER	# OF COPIES
500 Palabras Para Ampliar El Vocabulario	Buenos Aires	OUT
6 Minutes A Day To Perfect Spelling	A Pocket Book	1 - PAR 1 - COE
Adult Education ESL Selectors Guide	Center for Continuing Education	OUT
Along The Gold Rush Trail	Sundown Books	OUT
American Heritage Dictionary	Dell Publishing	2 - PAR 1 - COE
Arthur's Prize Reader	Harper Trophy	OUT
Associated Press Stylebook	Dell Publishing	OUT
Bank Account (GAME)	Creative Teaching Associates	1 - PAR
Banking Language, A Survival Vocabulary	Janus	1 - PAR
Barrio Ghost	New Readers Press	1 - PAR 1 - COE
Basic Algebra	Educational Design	1 - PAR 8 - COE
Basic Book of Synonyms & Antonyms	Signet	1 - PAR 1 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Basic Essentials of Mathematics Part I	Steck Vaughn	2 - PAR 1 - COE
Basic Essentials of Mathematics Part II	Steck-Vaughn	3 - PAR 2 - COE
Basic Math Skills: A Handbook for Tutors	LVA	1 - PAR
Basic Skills with Decimals and Percents.	Cambridge Adult Education	5 - PAR 2 - COE
Basic Skills with Fractions.	Cambridge - Prentice Hall	1 - PAR
Basic Skills with Math.	Cambridge - Prentice Hall	1 - PAR
Basic Skills with Whole Numbers.	Cambridge - Prentice Hall	2 - PAR
Battle Over Abortion	National Issue Forums Abridged Edition	4 - PAR
Be Ad-Wise, A Guide to Reading Ads	Janus	OUT
Be Credit-Wise, A Guide to Credit	Janus	1 - PAR
Beatriz, A Designer's Dream	Alemany Press	1 -PAR
Becoming a Driver	Janus	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Beginner's Dictionary of American English Usage	National Textbook Company	// 25 - PAR 3 - COE
Benigno, I'm a Person, Too!	Alemany Press	1 - PAR
Ben's Gift	Sundown Books - New Readers Press	OUT
Better Off Without Me	Sundown book - New Readers Press	1 - PAR
Birthday Boy	Sundown Books-New Readers Press	OUT
Boggle (GAME)		1 - PAR
Books for New Adult Readers	New Readers Press (Project: LEARN)	1 - COE
Boy, A Dog, and A Frog	A Pied Piper Book	2 - PAR
Bride In Pink	Sundown Books - New Readers Press	OUT
Building Success in the Workplace	Steck-Vaughn	3 - PAR 2 - COE
Burn Barrel	Sundown books - New Readers Press	OUT
Cambridge Pre-GED Exercise Book in Math.	Cambridge - Prentice Hall	2 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Cambridge Pre-GED Program in Math.	Cambridge - Prentice Hall	1 - COE
Cambridge Pre-GED Program in Reading	Cambridge - Prentice Hall	3 - PAR 1 - COE
Capitalization and Punctuation Make Sense	Fearon Education	8 - PAR 1 - COE
Cassette Player	Audiotronics	2 - COE
Chacho	Sundown books	1 - PAR
Chase Large Numbers		2 - PAR
Checklists for Vocabulary Study	Longman Inc.	4 - PAR 2 - COE
Choices in Your Life.	Cambridge - Prentice Hall	4 - PAR
City For Ransom	Jamestown Publisher	2 - PAR
Clothing Language, A Survival Vocabulary	Janus	1 - PAR
Computer Literacy	Educational Design	2 - PAR 2 - COE
Consumer Economics - Life School	Fearon	1 - PAR

Inventory List

TITLE	PUBLISHER	# OF COPIES
Credit Language, A Survival Vocabulary	Janus	OUT
Demonic Mnemonics	Dell Publishing	1 - PAR
Developing Letter Writing Skills	A Media Materials Worktest Series	5 - PAR 2 - COE
Diccionario Ingles-Espanol Espanol-Ingles	Bantam Books	1 - COE
Dictionary of American Idioms	Barron's Educational Series	1 - PAR 1 - COE
% Discount - A Consumer Math Game	Creative Teaching Associates	1 - PAR
Don't Sell Me Short	Sundown books	OUT
Double Your Reading Speed	Ballantine Books	1 - PAR 1 - COE
Dr. Valdez	Jamestown Publishers	1 - PAR
Dream With Storms	Sundown Books- New Reader's Press	OUT
Driver's License Language, A Survival Vocabulary	Janus	1 - PAR
Drugstore Language, A Survival Vocabulary	Janus	1 - PAR

Inventory List

TITLE	PUBLISHER	# OF COPIES
Effective Listening-Your Key to Career Success	Bantam Books	1 - PAR 1 - COE
English As A Second Language Oral Assessment (ESLOA)	LVA	OUT
English Development Set I Practical Vocabulary and Expressions	Bell and Howell Language Master	1 - COE
English Development Set II Everyday Expressions	Bell and Howell Language Master	1 - COE
English Pronunciation	Literacy Volunteers of America Inc.	OUT
English Verb Conjugations	Barron's Educational Series	1 - COE
Entertainment Language, A Survival Vocabulary	Janus	1 - PAR
Everyday People	Steck-Vaughn	OUT
Everyday Words.	Jamestown	1 - PAR
Everything's Different on the Job	Alemany Press	1 - PAR (SET)
Fearon New School Dictionary	Fearon	1 - PAR (SET)
Fearon's Basic English	Fearon Publishers	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Fearon's Basic Mathematics	Fearon Publishers	1 - COE
Finding a Good Used Car	Janus	1 - PAR
Finding a Job	Steck-Vaughn	3 - PAR 2 - COE
Food and Nutrition	Janus	1 - COE
Freedom Side		1 - PAR
Games and Butterflies	New Readers Press	1 - PAR
Get To The Point	Bantam Books	OUT
Getting Around Cities and Towns	Janus	1 - PAR
Grammar In Plain English	Barron's Educational Series	1 - PAR
Grammar Makes Sense	Fearon Education	8 - PAR 1 - COE
Growing Up At Risk	Abridged Edition	4 - PAR
Guidelines to Teaching Remedial Reading	Book-Lab	1 - PAR 1 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Handbook of Good English	The Washington Square Press	4 - PAR 1 - COE
Happy Hour	Sundown books	OUT
Hard Night's Run	Cambridge	OUT
Harry Lauren Page-A-Minute Memory Book	Ballantine Books	2 - PAR
Headphones		COE
Help! First Steps to First Aid	Janus	OUT
HELP YOURSELF - How to take advantage of your learning styles	Gail Murphy Sonbuchner;	2 - PAR 1 - COE
How to Get a Job and Keep It	Steck-Vaughn	3 - PAR 1 - COE
How To Raise Your Self-Esteem	Bantam Books	OUT
How To Study	Ballantine Books	2 - PAR 2 - COE
How To Write, Speak, and Think More Effectively	A Signet Book	1 - PAR 1 - COE
I Speak English	LVA	2 - PAR 2 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Improving Your Handwriting	Steck-Vaughn	3 - PAR 2 - COE
In and Out the Windows	Sundown Books - New Readers Press	1 - PAR
Instant English Handbook	Dell Publishing	1 - COE
Instant Spelling Dictionary	Dell Publishing	1 - PAR
Instant Vocabulary	Pocket Books	1 - PAR 1 - COE
Insure Yourself, A Guide to Insurance	Janus	1 - PAR
Irma, Hotel Headaches	Aleman Press	OUT
Jesus of Nazareth	Cambridge	1 - PAR
Job Application Language, A Survival Vocabulary	Janus	OUT
Job Survival Skills	Educational Design	3 - PAR 2 - COE
Journeyman Newsreader	Imperial International	1 - COE
Just Once -	Sundown Books New Readers Press	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Killer in a Trance	Jamestown Publisher	2 - PAR
Know Your Rights, A Guide to Consumer Protection	Janus	1 - PAR
Lady In Pink	Sundown books - New Readers Press	1 - PAR
Language Master	Bell and Howell	2 - COE
Last Chance for Freedom	Sundown Books - New Reader's Press	1 - PAR
Leading To Reading	Berkeley Books	1 - COE
Learning Efficiency Test(LET)	Academic Therapy	1 - COE
Learning Style Identification Scale Handbook	Publisher's Test Service	1 - PAR
Let Nobody Turn Me 'Round	Sundown books - New Readers Press	OUT
Life of Lucy Fern, the, Part One	Cambridge	OUT
Life of Lucy Fern, the, Part Two	Cambridge	1 - PAR
Life Skills Driving	Educational Design	4 - PAR 1 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Life Skills Listening	Educational Design	1 - PAR
Life Skills Math	Educational Design	10 - PAR 4 - COE
Life Skills Math 2 Exercise Supplement	Educational Design	13 - PAR 1 - COE
Life Skills Reading 2: Comprehension Skills	Educational Design	3 - PAR 1 - COE
Literacy For Social Change	New Readers Press	1 - COE
LITSTART - Literacy Strategies for Adult Reading Tutors	A Publication of Michigan Literacy	2 - PAR 1 - COE
Long Road	Cambridge	OUT
Love Letters	Sundown Books New Readers Press	OUT
Make Your Money Grow, A Guide to Savings Plans	Janus	1 - PAR
Man Who Stopped Time	Jamestown Publishers	1 - PAR
Man With the Scar	Jamestown Publishers	2 - PAR
Master Your Money, A Guide to Budgeting	Janus	1 - PAR

Inventory List

TITLE	PUBLISHER	# OF COPIES
Math: For the World of Work	Educational Design	2 - PAR 1 - COE
Math Master 2.	Cambridge	1 - COE
Math Master I	Cambridge	4 - PAR 1 - COE
Math Pursuit (GAME)	Scott Resources	1 - COE
Math Skills Review.	McGraw-Hill - Gregg	1 - PAR
Mathematics in Daily Living	Steck-Vaughn	OUT
Medical Language, A Survival Vocabulary	Janus	1 - PAR
`Memory Book	Ballantine Books	1 - PAR 1 - COE
More for Your Money, A Guide to Comparison Shopping	Janus	OUT
Mr. Math (GAME)		1 - PAR
Murder By Radio	Jamestown Publisher	OUT
New American Desk Encyclopedia	A Signet Book	1 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
New Life	Sundown books	1 - PAR
New Merriam-Webster Dictionary	Merriam Webster	OUT
New Oxford Dictionary, the Beginners Workbook	Oxford University Press	8 - PAR 2 - COE
New Oxford Picture Dictionary	Oxford University Press	2 - PAR 2 - COE
New Oxford Picture Dictionary English / Spanish	Oxford University Press	2 - PAR 2 - COE
New Roget's Thesaurus In Dictionary Form	Berkeley Edition	1 - PAR 1 - COE
New York Times Everyday Reader's Dictionary of Misunderstanding,	A Signet Book	1 - PAR 1 - COE
Night On Gator Creek	Sundown books - New Readers Press	OUT
Nightmare Snow	Jamestown Publishers	3 - PAR
Nobody Wants Annie	Sundown books - New Readers Press	1 - PAR
Occupational Literacy: Process Sheets for Development of an	LVA	1 - PAR
One - A set of fractional number games	Creative Teaching Associates	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Other Side of Yellow	Sundown books - New Readers Press	OUT
Owl At Home	Harper Trophy	OUT
Participatory Literacy Education- New Direction for Continuing	Jossey-Bass Inc;	1 - COE
Pay By Check, A Guide to Checking Accounts	Janus	1 - PAR
Peril on the Road	Jamestown Publishers	3 - PAR
Perquackey (GAME)		1 - PAR
Play Ball, Amelia Bedelia	Harper Trophy	OUT
Pocket Webster School & Office Dictionary	Pocket Books	1 - PAR 1 - COE
Portable World - A Complete Pocket Atlas	Avon Books	1 - COE
Practical English: 1000 Most Effective Words	Ballantine Books	OUT
Practical Math - Word Problems	Steck-Vaughn Company	7 - PAR 3 - COE
Practicing Occupational Reading Skills- Business	Steck-Vaughn Company	3 - PAR 2 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Primary Dictionary Series 2	Jove Edition	2 - PAR 1 - COE
Primary Dictionary Series 3	Jove Edition	2 - PAR 1 - COE
Primary Dictionary Series 4	Jove Edition	2 - PAR 1 - COE
Questions You Always Wanted to Ask About English	Washington Square Press	1 - PAR 1 - COE
Reading a Newspaper	Janus	1 - PAR
Reading and Following Directions	Janus	1 - PAR
Reading Evaluation Adult Diagnosis	LVA	OUT
Reading Schedules	Janus	1 - PAR
Reading Skills for Adults	Steck-Vaughn	PAR (ALL)
Reading Skills Review.	McGraw-Hill - Gregg	1 - PAR
Reading Without Nonsense	Teacher's College Press	1 - PAR 1 - COE
Regaining the Competitive Edge	National Issues Forums	3 - PAR

Inventory List

TITLE	PUBLISHER	# OF COPIES
Remedies for Racial Inequality	National Issues Forums - Abridged Edition	4 - PAR
Restaurant Language, A Survival Vocabulary	Janus	OUT
Right Word II	Houghton Mifflin Co	1 - PAR 1 - COE
Robert's Rules of Order	Jove Books	1 - COE
Roget's Pocket Thesaurus	Pocket Books	3 - PAR 1 - COE
Ruya, You're Fired	Alemany Press	OUT
Scrabble (GAME)		1 - PAR
Scribner-Bantam English Dictionary	Bantam Books	1 - PAR 1 - COE
Secret of Room 401	Jamestown Publishers	1 - PAR
Sight Vocabulary Program III	Language Master System	OUT
Six Weeks to Words of Power	Pocket Books	3 - PAR 1 - COE
Slosson Oral Reading Test (SORT-R)	Slosson	1 - PAR

Inventory List

TITLE	PUBLISHER	# OF COPIES
Small Group Tutoring, A Collaborative Approach for Literacy	LVA	1 - PAR
SMath (GAME)	Pressman	1 - PAR
Snapshots Level 5	Cambridge Adult Education	8 - PAR 2 - COE
Snapshots Level 6	Cambridge Adult Education	8 - PAR 2 - COE
Snapshots Level 7	Cambridge Adult Education	8 - PAR 2 - COE
Snapshots Level 8	Cambridge Adult Education	8 - PAR 2 - COE
Speaking up at work	Oxford University Press	1 - PAR 1 - COE
Speed Reading	Learning Specialist Inc.	COE
Spelling Makes Sense	Fearon Education	4 - PAR 1 - COE
Spelling Power.	Jamestown	OUT
Spelling Steps 1	Steck-Vaughn	1 - PAR 1 - COE
Spelling Steps 2	Steck-Vaughn	4 - PAR 1 - COE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Spelling Steps 3	Steck-Vaughn	8 - PAR 1 - COE
Stories from the Old Testament	Cambridge	2 - PAR
Stormy Night Stories	New Readers Press Set 1;	1 - PAR
Strange & Amazing Baseball Stories	Pocket Book	2 - PAR
Strange & Amazing Football Stories	Pocket Books	2 - PAR
Super Reading	Warner Books	2 - PAR 1 - COE
Supermarket Language, A Survival Vocabulary	Janus	1 - PAR
Take Care of Millie	Sundown books - New Readers Press	1 - PAR 1 - COE
Teach Someone to Read, A Step-by-Step Guide for Literacy Tutors	Fearon Education	3 - PAR 1 - COE
That Man	Sundown Books - New Readers Press	1 - PAR
Tic Tac Frac (GAME)	Creative Teaching Associates	1 - PAR
Timed Readings	Jamestown Publishers	PAR 9 + 1 CASSETTE

Inventory List

TITLE	PUBLISHER	# OF COPIES
Troubleshooter I - Book 2 - Sound Off	Houghton Mifflin	PAR- ALL SETS
Troubleshooter I - Book 3 - Spelling Action	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I - Book 4 - Word Attack	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I - Book 5 - Word Mastery	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I - Book 6 - Sentence Strength	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I - Book 7 - Punctuation Power	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I -Book 8 - English Achievement	Houghton Mifflin	PAR-ALL SETS
Troubleshooter I - Book I - Sound Out	Houghton Mifflin	PAR-ALL SETS
Troubleshooter II Series	Houghton Mifflin	PAR-ALL SETS
Tutor	LVA	19 - PAR 4 - COE
Tutor Training Kit	Steck-Vaughn	1 - PAR
Using the Phone Book	Janus	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Using the Want Ads	Janus	1 - PAR
Vijay, The First Sale	Alemany Press	OUT
Vocab-Lit - The Reading Way to Word Power	Hawk Edition	PAR-ALL SETS
Vocabulary Bingo Level II (GAME)	Christopher Lee Publications	1 - PAR
Vocabulary Drills - Advanced.	Jamestown	10 - PAR 3 - COE
Vocabulary Drills`- Intermediate.	Jamestown	3 - PAR 2 - COE
Vocabulary for the World of Work 1 Basic Job Words	Educational Design	4 - PAR 1 - COE
Vocabulary for the World of Work 2 Everyday Office and Business Words	Educational Design	4 - PAR 1 - COE
Vocabulary Makes Sense	Fearon Education	7 - PAR 2 - COE
Vocabulary Wordshop	The Perfection Form Company	PAR (SET)
Where The Wild Things Are	Harper Trophy	2 - PAR
Who Do You Think You Are?	Bantam Books	OUT

Inventory List

TITLE	PUBLISHER	# OF COPIES
Wide Range Achievement Test Administration Manual, the	Jastak	1 - PAR
Wing, A Balancing of Accounts	Alemany Press	OUT
Word Yatzee (GAME)		1 - PAR
Words Most Often Misspelled and Mispronounced	Pocket Books	2 - PAR 1 - COE
Work Force Literacy Skills for Jobs 2000 - Book 1	EDS	3 - PAR 1 - COE
Work Force Literacy Skills for Jobs 2000 Book 2	Educational Design	3 - PAR 1 - COE
Working Makes Sense	Fearon	5 - PAR 2 - COE
Writing for the World of Work	Educational Design	1 - PAR 1 - COE
Writing Makes Sense	Fearon Education	6 - PAR 1 - COE
Writing Skills Review.	McGraw-Hill - Gregg	OUT
You and your child's teacher	New Readers Press	1 - PAR
You Are Here- A guide to Everyday Maps, Plans, and Diagrams	New Readers Press	4 - PAR 1 - COE