

Clatsop Community College Volunteer Literacy Tutor News

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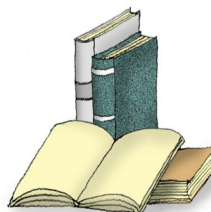
2011-2012 Year End Report

About **61 students** went through the literacy program this year, a drop of about 10 students. I attribute this to a couple of factors:

- Students who only tested and then never returned were not entered into the reporting system. Usually they are entered because it shows the state agencies that we were approached and a need for services exists.
- We had 2 major projects this year that took us all away from our regular work- a program review and a year-long training that took up almost 3 weeks of work time. The review took another 2 weeks so, all in all, over a month was spent away from core duties.
- Students helped by tutors in GED classes weren't recorded in the literacy program; they were entered through their participation in GED.

Why did our students enter the literacy program? In order of frequency, the reasons are:

- **Improve work skills** (4 students were mandated by their boss to enter the program)
- **To get a GED** (2 passed all the tests, while 2 more have started testing and are expected to finish this school year)
- **To gain skills to enter college programs** (7 students participated in both literacy and college classes)
- **To be able to help their kids with homework**
- **To pass the citizenship exam** (1 did and we expect another student to do so this year)
- **To gain independence from spouses** (and not all were women!)
- **To obtain a driver's license**



más llegadas
more arrivals

NEW TEACHING MATERIALS
AVAILABLE in the LITERACY OFFICE

- **Picture This! A Beginning ESL Teacher's Resource Book**: A thick book filled with illustrations of thematic vocabulary. Puzzles and dictation exercises are included. Good for low and intermediate ESL students. Good for adding variety to tutoring sessions.
- **English Pronunciation Made Simple**: This text is a systematic approach to pronouncing the sounds of English. Comes with CDs. Vocabulary is simple and would be helpful for students at all but the lowest levels. There are clear, well-paced opportunities for students to read and repeat. One disadvantage is that the text uses the International Phonetic Alphabet which is a field of study in itself. Use with the tutor is advised, at least in the beginning.
- **Downtown: English for Work and Life**: A series of texts and workbooks for low-intermediate ESL students. Comes with interesting short reading passages for students working on transitioning to Pre-GED reading.



Don't forget to check out the new collection of bilingual (English and Spanish) children's books in the CCC Library! Note the mature themes and vocabulary for the discerning bilingual learner!

This year, many of our literacy students participated in **WINGS, GED, LIT** (Lives in Transition), **ESL** and **college credit** classes. This promising development indicates our students are acquiring basic skills in the literacy program and putting them to use in other classes. And, as you know, the strength and confidence they get from their tutors allows them move on to other objectives.

PROFILE of OUR STUDENTS/TUTORS

- 39 **ESL**; 22 **ABS** and **GED** (includes former ESL students with higher level-language skills and native speakers)
- **Average age**: 37
- 24 **men**; 37 **women**
- **Native languages** represented: Spanish, Chinese, English, Arabic, Portuguese, Korean and at least one indigenous language from Mexico.
- **Partner agencies** that made referrals to the literacy program: Treatment Court, Migrant Education, Healthy Families, Women's Resource Center, Da Yang Seafoods, and the Hispanic Council.
- **Tutors placed in GED classrooms**: 5
- **Tutors working in small groups**: 5
- **40 people volunteered with the literacy program this year. WOW! THANK YOU!**

From the research on adult literacy students:

"Making It Visible: An Exploration of How Adult Education Participation Informs Parent Involvement in Education for School-Age Children" by Catherine Shiffman
Adult Basic Education and Literacy Journal, Vol. 5, No. 3, Fall 2011, pp. 161-170

While improving literacy/language skills to help their children with homework is an important reason our students come to us, there are other benefits derived from participating in adult education classes. Parents also have access to "conditions and experiences that provide parents with access to resources . . . and supports from instructors and fellow students."

- Parents **become more effective advocates** for their children.
- They **communicate better** with school staff and teachers.
- They **participate more** as volunteers in the classroom and extracurricular activities.



Summer Term Tutor Training

When: Saturday, August 11, 2012
11:30-2:30 PM

Where: 110 Columbia Hall

This training will focus on techniques to guide lesson-planning and ways to enrich tutoring sessions with simple activities to encourage speaking, listening, writing and grammar without pain.

Please call and RSVP

- Adult students **increase their "social capital,"** connections that "facilitate information channels, social norms, reciprocity and trust." Remember that isolation is often associated with a lack of literacy.
- Parents **develop a belief that they can have a positive impact** on their children's educational success. They set higher goals and commit to achieving them.
- In adult education classes, **parents learn how the educational system works**, and what the norms and expectations are.
- They make **new friends and allies** and garner support and knowledge from them.

TUTOR TIP OF THE MONTH

The R-A-P Strategy

- **Read** a paragraph
- **Ask** the student what that paragraph was about
- **Put** the main idea into his/her own words

The student has to slow down and process the material that s/he is reading, and is more likely to understand content as opposed to just recognizing words on the page.