

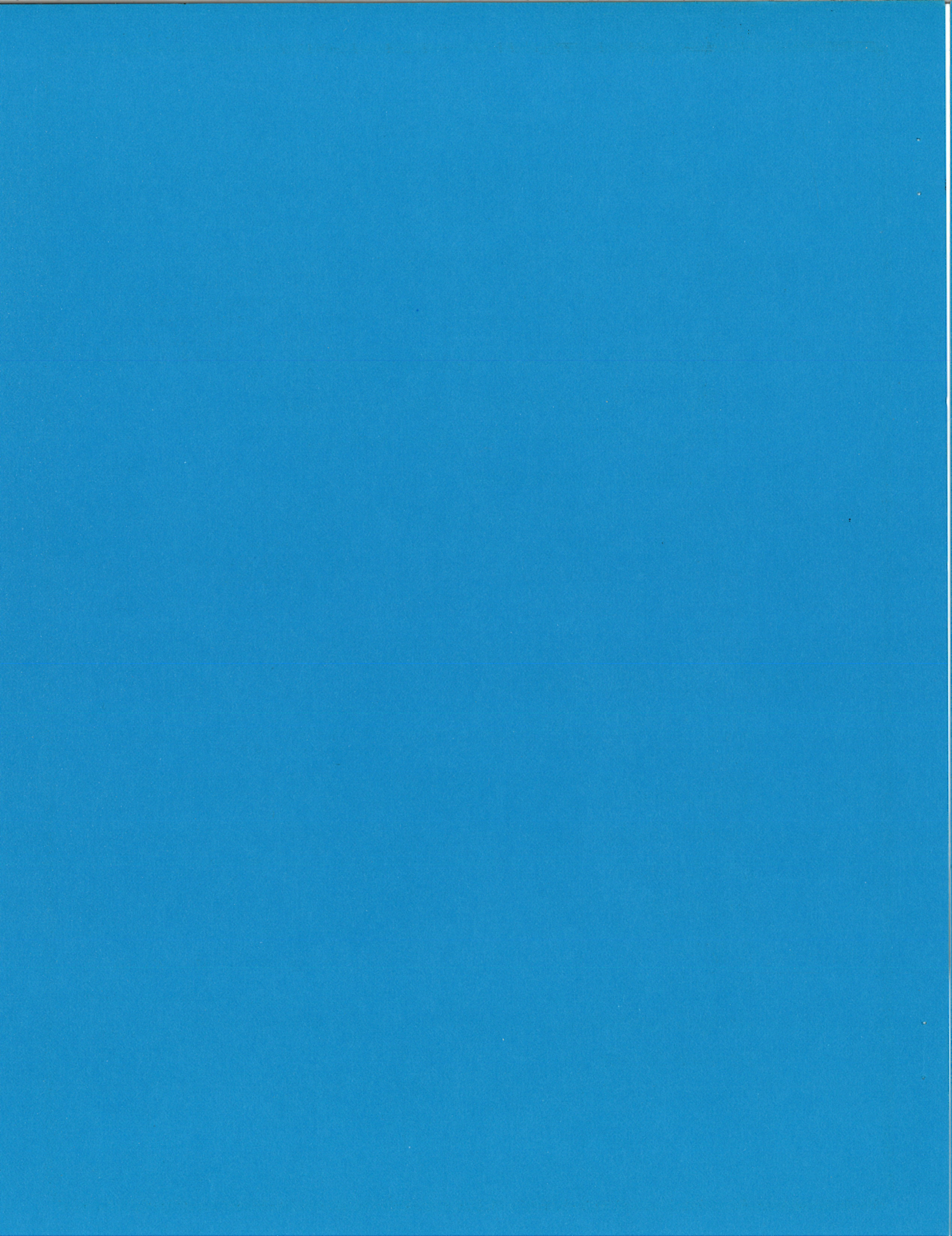
~~E 24 5 Ad~~ E 21/7.10 Li 693
UNIVERSITY OF SO. MAINE
Gorham
LIBRARY
APR 25 1988
Maine State Doc.



MAINE

LITERACY
COALITION

Department of Educational and Cultural Services
Bureau of Adult and Secondary Vocational Education
State House - Station #23
Augusta, ME 04333
(207) 289-5854



*The following brochure was developed by the
Business/Labor Subcommittee of the Maine
Literacy Coalition. Their hard work and
dedication is appreciated.*

COMMITTEE MEMBERS

Rita LaBarbera, Chair

Carolyn Dyer

Mary Barnes

Sharon Martin

Lisa Levinson

Jim Abbott

Al Ritter

Becky Marlow

Betty Gundersdorf

Larinda Meade

PURPOSE:

This brochure is designed to assist you in developing outreach presentations to reach the business or social service community. It is important to speak to groups such as the Rotary, Lions, or a social service agency coalition in order to raise awareness of adult literacy issues and resources on both a state and local level.

When the Public Broadcasting Service and the ABC television network first launched "Project Literacy U.S." (PLUS), the public was generally unaware of the shocking rate of illiteracy in this country, where some 23 million American adults cannot read beyond a fourth-grade level. After one year of intensive television and radio programming and scores of community activities generated by the project, a national poll indicates that today nearly three-quarters of the public recognizes the illiteracy problem.

In Maine, over 6,500 adults are enrolled in basic literacy programs while over 4,000 earn their high school diploma or General Educational Development (GED) each year. It is the committee's hope that you will plan to speak to various service groups in your area soon. If you already are doing this - congratulations; please encourage others to do the same.

THE FIRST STEP:

Below is a list of suggested steps to take in organizing a presentation for a general audience at a service club.

1. Identify the contact person for the service club.
Often, the program coordinator will be your contact.
2. Set up a speaking date.
3. ESTABLISH (to be completed before the day of the presentation)
 - a. Number of people who will be in attendance
 - b. How much time you have for the presentation
 - c. VCR equipment (if you will be using the videotapes; see section on available videos).
 - d. Who from your organization will be attending the presentation; who is the presenter. We suggest a literacy provider with a business person.
 - e. Profile of audience - know your audience.
4. The next step is the actual presentation. Arrive a few minutes before you are scheduled to speak. Place handouts A at each seat of the audience. Handout A can be used during the presentation.

5. Suggested Outline/Tentative Agenda for a presentation:

- a. Introductions (The presenter's credentials should be written out and handed to the program director or whoever is introducing you).
- b. Background of educational programs from a local perspective.
- c. Facts on adult illiteracy from the state and local level. Focus on how this information applies to the group you are talking to.
- d. Show videotapes if time permits and/or if it enhances your presentation.
- e. Hand out questionnaires (handout B). Handout B has a couple of versions. Choose the one you like best. Discuss literacy awareness questionnaire (handout A) at this time.
- f. Conclusion, Thank you's. Collect questionnaires.
- g. Question and answer period.

Handout C could be posted or used in the introduction.

VIDEOS:

Some short videotapes are available to use at your presentation. These are available through:

Adult Education Staff Development Project
105 Shibbles Hall
University of Maine at Orono
Orono, ME 04469
Attn: Margaret Barnard
207-581-2498

or

Larinda Meade
DECS
State House Station 23
Augusta, ME 04333
207-289-5854

TITLES:

- a. **PLUS:** Business Breakfast
 - b. Lewiston Adult Education: Geiger Brothers.
 - c. **PLUS:** Improvisational Theater; Displaced Worker Scenario cut version
 - d. **PLUS:** Improvisational Theater; Honest Al, The Working Man's Pal Scenario - cut version
- (Each video is around 10 minutes in length.)

Packet of Information (to be given to each participant)

One sample packet is available from the Maine Literacy Coalition, State House Station 23, Augusta, ME 04333. You can make copies of the information sheets included in the packet. Attached are samples of some (A-6) handouts.

Included in the packet:

- A Garbled questionnaire, literacy awareness
- B Questionnaire concerning business and audience interest
- C Mirror writing message
- D Sample press release
- E ABE performance sheet
- F Facts on illiteracy in Maine
- G Statistical - information on school completion rates.
- Local adult education brochure
- Local Literacy Volunteer affiliate information
- Any GED, ECO, etc. brochures

You can add or delete from the above list depending on your local needs.

Programs that have hosted literacy include:

- Kiwanis
- Rotary
- Knights of Columbus
- Private Industry Council
- Chamber of Commerce
- Calumet Club
- Lions Club
- Job Service Advisory Council
- AFDC Advisory Council
- Job Partnership Training Act

Further Assistance

If you need help in organizing a presentation, and/or outside speaker or whatever, contact Larinda Meade, Maine Literacy Coalition at 289-5854 or 1-800-322-5455.

(TO BE PLACED ON YOUR LETTERHEAD)

UESQUEONAIRE

- I. Ouwld you elik to cisuss the bilies of nrellment into sasses?

- II. Do uou havay ropout in rou famalay that ouwld elik to rezoom thayr afuts for H.S.D., GED or uthar?

- III. Is thare summm rofeshonal elp we ouwld givve uou for boj romothons?

- IV. Is thare sumun in royu famalay or ursellf thet couwld uss desscreat confidentiaal elp in reddink?

- V. Ouwld uou elik to be rayned to be a addley eended iterecy (reddink oo mith) toto? Ouwld you spair too oarrs a weeke?

We ollow-upu on theece uesqueonaire - if you woode elik us to conake you for any informitafathon.

Amenu:
 Dress:
 Fona:

B

**MAINE LITERACY COALITION
PROJECT LITERACY U.S.**

___ Yes, I wish to have my name placed on your mailing list.

NAME _____

ORGANIZATION _____

ADDRESS _____

PHONE NUMBER _____

ADDITIONALLY, I AM INTERESTED IN:

___ Sponsoring job-site training programs for employees.

___ Sponsoring employee training at local literacy programs.

___ Establishing company tutorial programs.

___ Offering incentives to employees.

___ Setting up scholarship funds for participants.

___ Publicizing and distributing literacy information. (i.e. posters, brochures, newspaper ads, newsletters, envelope stuffers)

___ Providing in-kind assistance to local literacy programs. (ie. space to hold classes; donations of equipment; printing of instructional materials)

___ Making a contribution to local literacy programs.

___ Identifying a literacy coordinator within the company.

___ Sponsoring a literacy event.

FOR MORE INFORMATION CALL:

LOCALLY:

ADULT LEARNING OPPORTUNITIES 1-800-322-5455

MAINE LITERACY COALITION: 289-5854

BANGOR DAILY NEWS - RIGHT TO READ: 1-800-458-READ

IGITERATE

THE WORLD OF THE

WORLD

THAT PERSONS BELIEVED
IS JUST ANOTHER PART OF
OR AWARD FROM SCHOOL
A CHILD'S HOMEWORK

MIRROR

READING THROUGH A
THE NEWSPAPER IS LIKE
TO SOME PEOPLE READING

SAMPLE PRESS RELEASE

CONTACT: (Name)
(Organization)
(Phone)

Item: Because he could not read the word
"clockwise" in the instructions, a welder
installed an industrial blower incorrectly --
an accident that cost his company thousands
of dollars.

Item: With some help, a Philadelphia man who was
functionally illiterate memorized a thick sales
manual word for word.

The above items are true. Do you think that it couldn't happen
in your business? Think again. Statistically, one in every nine
employees that work in your business cannot read this letter.
Each year, functional illiteracy costs 23 billion dollars
annually.

Without a doubt, this problem exists in your area. What can you
do about it, what resources are available? _____
organization

is hosting a _____ or _____ from
breakfast, lunch, dinner date

time

Adult literacy and _____ will be discussed.
other subjects

_____ is _____
Name of Presenter Presenter's Position

has a strong background in _____.

For more information contact _____
your name

Sponsored by:

ADULT BASIC EDUCATION
DATA
FISCAL YEARS 1981-1985

DEFINITION: Adult Basic Education provides adults with a second chance to master basic skills necessary for functioning more effectively in society.

Adults are encouraged to enroll

-to obtain the reading, writing and arithmetic skills needed to get or keep a job.
-to meet entrance requirements for vocational training programs.
-to study for preparation for the Adult High School Diploma Program on the GED, a nationally recognized test for a Certificate of High School Equivalence.
-to learn to help children with their school homework.
-to become wiser consumers and better citizens.

ENROLLMENTS	Fiscal Year					Total
	1981	1982	1983	1984	1985	
	4,813	5,397	5,257	5,298	5,167	25,932

EDUCATIONAL
ACHIEVEMENTS

	Number of Adults
RECEIVED GED CERTIFICATE OF HIGH SCHOOL EQUIVALENCY	3,299
COMPLETED THE ADULT HIGH SCHOOL DIPLOMA PROGRAM	819
WENT ON TO ADVANCED TRAINING OF EDUCATION	1,360
REGISTERED TO VOTE FOR THE FIRST TIME	233
RECEIVED INSTRUCTION TO LEARN THE ENGLISH LANGUAGE	3,443
BECAME A U.S. CITIZEN	250
OBTAINED JOBS AS A RESULT OF INSTRUCTION	1,592
CHANGED OR UPGRADED TO A BETTER JOB	600
REMOVED FROM PUBLIC ASSISTANCE ROLLS	511

ADULT BASIC EDUCATION
ECONOMIC IMPACT

ECONOMIC RETURN: As an economic investment, adult basic education begins to pay for itself. The balance sheet for Fiscal Years 1981-1985 was as follows:

DOLLARS INVESTED

FEDERAL	\$ 2,309,926
STATE	1,067,208
LOCAL	<u>231,000</u>
TOTAL	\$ 3,608,134

ESTIMATED DOLLARS SAVED OR EARNED*

NEW INCOME	\$ 25,724,000
INCREASED INCOME	512,000
PUBLIC ASSISTANCE SAVINGS	<u>9,750,000</u>
TOTAL	\$ 35,986,000

*Public assistance savings based on number of numerals times annual benefit of \$5,200 (Includes maximum benefit for family of three for Aid to Families of Dependent Children, Medicaid and Food Stamps).

Income estimates based on the number of adults multiplied by minimum hourly wage of \$3.50/hour for new employees and an additional \$20/hour for those receiving job promotions.

PLUS

PROJECT LITERACY U.S.

1-800-322-5455

Adult Learning
Opportunities



FACTS ON ILLITERACY IN MAINE

What is Functional Illiteracy?

Functional illiteracy relates to the inability of an individual to use reading, writing and computational skills in everyday life situations. For example, a functionally illiterate adult is unable to fill out an application, read a medicine bottle, a newspaper, locate a telephone number in a directory, use a bus schedule or do quality comparison shopping. In short, when confronted with printed materials, such people cannot function effectively.

What Is The Scope Of Illiteracy In This Country?

A major study on "Adult Performance Levels" done by the University of Texas in 1975 examined the ability of American adults to perform effectively within today's social and economic environment. Their nationwide survey of adults to determine how many people in the U.S. cannot meet such common requirements as interpreting a bus schedule or completing a job application, found that more than one in five, American adults fall short of the basic reading abilities they need to function day to day. The application of these figures to the 1980 Census indicates that 26 million adults cannot function effectively.

How Many Adults Are Illiterate In Maine?

Approximately 110,000 are functionally illiterate based on 1980 census figures on years of school completed for adults 25 and over. This is about one in five adults.

How Many Adults Are There In Maine Who Have Limited English Speaking Ability?

Based on the 1980 Census....7,722 adults have limited English Speaking Ability.

What Else Do We Know?

About 50% of the inmates at the Maine Correctional Center and the Maine State Prison do not have a high school diploma.

A 1979 survey indicated 46% of AFDC recipients enrolled in the Work Incentive Program did not have a high school diploma.

What About Literacy And Earnings?

Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not complete grade school earn even less (about half as much as those completing high school).

What is The Extent of the Illiteracy Problem in the Schools?

The National Commission of Excellence in Education reports that 13% of all 17 year-olds in the United States are functionally illiterate. Between 1975 and 1976, 25% of children enrolled in the eighth grade in Maine did not graduate from high school five years later.

Why are These People Illiterate?

The answer is as varied as the number of potential students. The adult illiterate may have quit school, changed school very often, have a learning disability, need glasses or a hearing aid. He/she may have had a physical or emotional disability or been uninterested in learning at an earlier age, experienced a traumatic period, had an ineffective teacher or simply had not been ready to learn to read at the time reading instruction began.

Parents who can't read, often have children with the same problem. Television has also had a tremendous effect on reading habits. There is no one reason.

What is Being Done About Illiteracy?

Public and non-profit agencies in Maine recognize the problem and are working towards the solution. The Public School Adult and Community Education Programs teach reading and other survival skills and provide alternative means for students to finish high school. The programs are designed for those individuals who are 16 years of age or over, out of school and without a high school diploma. In 1985-86, 5787 adults were taught in Maine adult basic education programs.

Literacy Volunteers in Maine trains volunteers to tutor adults in basic reading and English as a second language on an individual basis. In 1985-86 there were about 550 adults tutored by Literacy Volunteers.

MAINE 1980
NUMBER AND PER CENT OF PERSONS AGES 18 AND OLDER
WHO HAD COMPLETED SPECIFIED SCHOOLING

REVISED
(7/22/87)

Source: 1980 U.S. Census Summary Computer Tape File 3A
State Planning Office

COUNTY	PERSONS AGE 18 OR OLDER		FEWER THAN 12 YEARS OF SCHOOL		12 YEARS OF SCHOOL		13 TO 15 YEARS OF SCHOOL		16 YEARS OF SCHOOL		17 OR MORE YEARS OF SCHOOL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
Androscoggin	70,379	100	27,140	38.5	27,188	38.6	9,562	13.6	4,098	5.8	2,391	3.4
Arroostook	62,513	99.9	21,812	34.9	25,530	40.8	9,280	14.8	4,065	6.5	1,826	2.9
Cumberland	158,047	100	38,508	24.4	62,710	39.7	30,295	19.2	16,652	10.5	9,882	6.2
Franklin	19,080	100	5,185	27.2	8,433	44.2	3,189	16.7	1,518	8.0	755	4.0
Hancock	30,668	100	7,948	25.9	12,607	41.1	5,539	18.1	3,006	9.8	1,568	5.1
Kennebec	78,319	100	23,485	30.0	31,804	40.6	12,662	16.2	6,426	8.2	3,942	5.0
Knox	24,177	100	6,922	28.6	10,057	41.6	3,856	15.9	2,179	9.0	1,163	4.8
Lincoln	18,566	100	4,640	25.0	7,471	40.2	3,041	16.4	2,300	12.4	1,114	6.0
Oxford	34,660	100	10,970	31.6	16,004	46.2	4,300	12.4	2,245	6.5	1,141	3.3
Penobscot	98,896	100	25,037	25.3	42,391	42.9	19,674	19.9	7,269	7.3	4,525	4.6
Piscataquis	12,474	99.9	4,151	33.3	5,645	45.2	1,702	13.6	681	5.5	295	2.4
Sagadahoc	20,094	100	5,947	29.6	8,477	42.2	2,971	14.8	1,779	8.8	920	4.6
Somerset	30,997	100	10,887	35.1	13,730	44.3	3,818	12.3	1,750	5.6	812	2.6
Waldo	19,702	99.9	6,321	32.1	8,314	42.2	2,664	13.5	1,559	7.9	844	4.3
Washington	24,805	100	9,120	36.8	10,271	41.4	3,115	12.6	1,504	6.1	795	3.2
York	99,121	100	30,749	31.0	39,644	40.0	15,950	16.1	8,268	8.3	4,510	4.5
Total/Avg.	802,498	100	238,822	29.8	330,276	41.1	131,618	16.4	65,299	8.1	36,483	4.5

UNIVERSITY OF SOUTHERN MAINE



3 1390 00450910 3

USM LIBRARY-GORHAM
37 COLLEGE AVE
GORHAM, ME 04038-1088

