

# LVCC Reader

Summer 2004

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FY 2005

7/1/2004 to 6/30/2005

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## Upcoming Events

*Tutor Workshop*

*Tuesday, September 14, 2004*

*"Teaching Grammar in Context"*

*6:00pm to 9:00pm*

*Tutor Workshop*

*Saturday, October 30, 2004*

*"Improving the American*

*English Speaking Accent"*

*10:00am to 1:00pm*

## 'Literacy Is Freedom'

Literacy Volunteers and Roof Dancers Stove Shop celebrated the Fourth of July and promoted reading aloud this year in Flagstaff's Independence Day Parade. The event was also part of a kick off for a Read Aloud Contest for kids.

Volunteers from LVCC and Roof Dancers walked alongside the float, handing out about 400 books to the children who watched the event. Aboard the float, dressed as Uncle Sam and the Statue of Liberty, stood the winners of the previous Read Aloud event, held in fall of 2003. 'Smudge' the chimney sweep sat atop the van that pulled the float, reading aloud around the fire.

Later that day, Mayor Joe Donaldson officially kicked off the Read Aloud Contest by reading on stage at the Fair for Life in Wheeler Park.

The contest was started by Roof Dancers'

owner, David Gerhard, and designed as part of an effort to encourage families to read aloud together. The contest will reward the kids who spend the most time reading aloud to a family member with cash prizes. It is open to children ages 0-18. LVCC and Roof Dancers have quite a few young readers participating this

Summer. Reading logs are due September 15th, and prizes will be awarded soon after that. The goal is to make the Read Aloud Contest an annual event, in order to encourage families to share the love of reading.



Last year's winners wave to the crowd  
Photo courtesy of David Gerhard



Celebrate your freedom—**REGISTER TO VOTE.** If your learner is eligible, help him or her register too!

## International Literacy Day: September 8th

It is estimated that there are 860 million adults in the world who do not know how to read or write, two-thirds of whom are women. September 8th is an annual celebration of the organizations and individuals that seek to combat this injustice.

In September 1966, the World Conference of Ministers of Education on the Eradication of Illiteracy was held in Tehran, Iran. It was recommended that September 8, the date of the inauguration of the conference, be proclaimed International Literacy Day.

International Literacy Day began in 1967, its aim: to focus attention on the need to promote worldwide literacy. Founded by The United Nations Educational, Scientific and Cultural Organization (UNESCO), International Literacy Day is a time for individuals, organizations and countries throughout the world to renew their efforts to promote literacy and to demonstrate their commitment to providing education for all. Your literacy work is a key component to this effort.

To learn more, visit:

<http://portal.unesco.org/education>

## LVCC Learners and Volunteers: Another Year of Growth

The Annual Affiliate Report for ProLiteracy America is now complete. The statistics show that LVCC continues to grow and serve an increasing number of tutors and learners every year. Here is what we found:

LVCC tutors served 6,692 hours this year, which is significantly more than last year's 5,856. There was an additional 1,198 hours of volunteer service as well, which is not related to tutoring, performed on behalf of our program compared to 833 hours last year. That is a total increase of almost 1200 hours of volunteer efforts! It also represents nearly a fivefold increase since FY 2000, when 1582 hours were reported for the entire organization.

### ***THANK YOU VOLUNTEERS!***

The charts below show a comparison of learner and volunteer demographics for FY 2003 and FY 2004. The demographics show that there was an overall increase of 38 volunteers and 10 learners in the past year. This is a result of LVCC's increased efforts to recruit volunteers in order to accommodate the learners already in the program. The learners who are on

the waiting list are not in this count, and we do not have the tutor resources available to accommodate them yet. Flagstaff's mobile population and the busy lifestyles of its inhabitants also affect the overall growth rate.

And now for a list of learner outcomes and achievements that we were able to report from tutor documentation:

**9** people entered employment for the first time; **119** retained employment; **14** entered training or other education programs; **60** met work-based goals, **15** achieved citizenship skills, and **3** achieved citizenship; **80** increased involvement in community activities; **51** increased involvement in children's educational activities; **80** achieved health and other personal goals, and **1** learner became a Board Member for LVCC.

Congratulations to the learners for their accomplishments and to their tutors who helped make these achievements possible!

LEARNERS		
	<u>FY 2003</u>	<u>FY 2004</u>
<b>Total Number</b>	<b>158</b>	<b>168</b>
Basic Literacy	24	18
ESL	134	150
Sex: Male	49	61
Female	109	107
Age: 16-24	23	27
25-44	99	100
45-59	30	35
60+	4	3
N/A	2	3
Ethnicity: Asian	7	5
Native American	17	20
Afr. American	4	3
Latino	117	127
White	12	11
Education: <12th	78	74
High School/ GED	34	39
Some College	27	31
Undergrad. Degree	14	18
Graduate Degree	2	3

VOLUNTEERS		
	<u>FY 2003</u>	<u>FY 2004</u>
<b>Total Number</b>	<b>142</b>	<b>180</b>
Sex: Male	36	50
Female	106	130
Age: 16-24	10	15
25-44	54	69
45-59	49	61
60+	25	31
N/A	4	4
Ethnicity: Asian	2	2
Native American	0	1
Afr. American	2	3
Latino	7	10
White	127	160
Education: <12th	0	2
High School/ GED	4	5
Some College	30	36
Undergrad. Degree	47	62
Graduate Degree	57	72

# Tutor Tips to Help You Use and Teach Computers

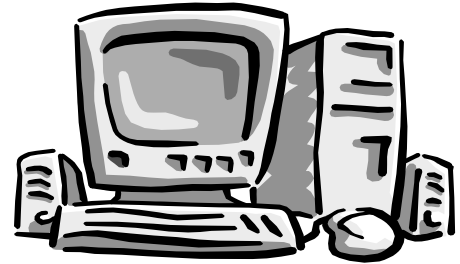
Has your learner expressed an interest in learning about computers? We've found a number of web sites and computer literacy resources that are useful for tutors and learners:

- The LVCC office has computer tutorial software available for tutors and learners to use at any time our office is open.
- Internet Access for under \$10 per month is available at [www.netzero.com](http://www.netzero.com) or [www.juno.com](http://www.juno.com)
- Learners can set up free email accounts at [www.yahoo.com](http://www.yahoo.com) or [www.hotmail.com](http://www.hotmail.com)
- For help teaching computer vocabulary, visit [www.grassrootsdesign.com/intro](http://www.grassrootsdesign.com/intro)
- To teach computer basics in English or Spanish, visit [www.jegsworks.com/lessons/lessonintro](http://www.jegsworks.com/lessons/lessonintro)
- For definitions of computer and internet terminology, go to [www.webopedia.com](http://www.webopedia.com)

The computer and internet can be effective tools for working with ESL students as well.

- For links to practice reading, writing and listening, click on the left side *Activities* link at [www.nau.edu/english/tesl/pie.html](http://www.nau.edu/english/tesl/pie.html)
- For tutor and learner links on grammar, idioms and other difficult aspects of teaching English, go to <http://iteslj.org/links>

LVCC has a number of other resources available to help tutors teach about the mysterious tool we call the computer, so feel free to call or stop by the office for more suggestions.



## Useful Resources Right at Your Fingertips

English grammar is one of the most confusing and seemingly inconsistent aspects of teaching the language. When do we use 'had' as a helping verb instead of 'have'? As speakers of the language, we use these without thinking of the system of rules that governs it, but what if a learner asked that question? Could you explain which one to use and when?

The LVCC library has numerous resources to teach grammar, but one of the best is a book called Basic Grammar in Use. This book has 116 lessons designed to help tutors explain the difficult principles of English grammar. Each lesson is two pages: one with explanations and useful pictures, the other is a worksheet to practice the lesson. The lessons cover topics from verb tenses, to using articles, to conjunctions and prepositions. It provides various examples to illustrate the idea as well as all the exceptions to the rule.

The book need not be used in any particular order, just decide what the learner needs help with, and choose a lesson accordingly. So tutors can use a couple of pages or the whole book. Either way, this book is a very useful tool for both Basic Literacy and English as a Second Language Learners.

Do you need help teaching writing skills? Voices and Values, a book found in the LVCC Library can help. The book has 40 short stories; each are three to five pages long. Many of them are about people who have recently arrived in the United States.

The book can help tutors teach effective writing skills because each story has homework assignments that teach vocabulary and offer story ideas to students. Most stories include some difficult words as well as interesting themes. Each story describes people who succeed through tough times.

Tutors and learners may want to choose one or two stories to read and then review the homework together. Students can respond to the stories by free-writing, writing to get ideas on paper without concern for spelling or grammar, or they can compose a journal entry on what they thought. Then, they could review the assignment with tutors to correct spelling and grammar errors and to fine tune their work. This book could be very useful to help students learn to write about stories that are fun to read.

Voices and Values Book Review  
provided by Jennifer Eddy, LVCC tutor.

Do you have a favorite teaching resource from our library? We'd love to hear about it. Send your comments to the LVCC Office at 715 N. Humphreys or [lvccutor@yahoo.com](mailto:lvccutor@yahoo.com).



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*Celebrate International Literacy Day  
on September 8, 2004!*

*Changing lives  
through literacy*

*Reporting Your Hours and Goals:*

*Good for Learners, Helps LVCC too*

Each month we send a reminder to report your tutoring, prep and travel hours. We also ask that you report any progress, great or small, that your learner has made during that month. For example, in July, one tutor reported that his 49-year-old Hispanic learner went to the doctor without a translator for the first time. Another tutor reported that her learners took their first bus ride to the mall.

We value this information, and we use it. So, if you haven't reported one in a while, please let us know what your learner has achieved through your hard work.

Recording learner goal achievements helps LVCC prove its tutors are making a difference in our community to our funders. Your stories are just what the folks at United Way, Coconino County, the city of Flagstaff and private foundations want to hear.

