

PD Connection

LINKING PRACTITIONERS AND RESOURCES

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Welcome!

The Kentucky Institute for Family Literacy is pleased to focus on family literacy in the third issue of *PD Connection*. We've tapped

the collective knowledge of programs across the state to bring you our feature article: "What's Working in Family Literacy." In another article, Larue County Family Literacy Coordinator Sarah Hornback shares her philosophy of planning for professional development at the program level. Keep reading to learn about some great FREE resources for family literacy programs from Verizon Literacy University and KET. And catch up on some new developments affecting family literacy programs, such as the Family Literacy Evaluation, revisions to the Performance Indicators, and the Kentucky Reading First grants.

The mission of the Kentucky Institute for Family Literacy is to expand and improve family literacy programs in the

Commonwealth. Sharon Darling, the president and founder of the National Center for Family Literacy (our parent organization), helped create family literacy during the 1980s, so Kentucky can justifiably—and proudly—claim to be the birthplace of this intergenerational educational program. We thank you for carrying on the tradition in the state's 156 family literacy programs every day, and hope the contents of this newsletter help you reach your program goals.

The next editor will be Maurice White, ESL Specialist at the Adult Education Academy for Professional Development at Morehead State University. Please send any article ideas to him at ma.white@morehead-st.edu.

Sincerely,
Cindy

*Cindy Read, Director,
Kentucky Institute for Family Literacy,
cread@famlit.org.*

What's Working in Kentucky Family Literacy?

(Editor's note: We checked in with several family literacy programs around the state to find out what kinds of strategies were helping their programs and families achieve success. Following are their responses.)



Scheduling Family Literacy Classes in Semesters

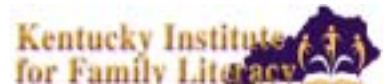
by Susie Copher, Bourbon County Next Step Family Literacy Program,
scopher@Bourbon.k12.ky.us

Our program is based in our Preschool Head Start Center and we were having problems with retention and attendance, so we talked to families who had been in the program in the past and they told us that one full year of attending classes one night per week was too

overwhelming due to other family obligations. Therefore, we changed our program this year to a semester-based program. We offer one set of Family Literacy classes in the Fall and one set in the Spring and families decide which semester they want to enroll in.

The semesters are 16 weeks long and during that time families attend Family Night one night per week at our Preschool Head Start Center. We follow up these classes with home visits and offer other computer classes for our families to attend after they have completed their semester

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of classes. The students are still getting literacy services during the regular school day and families are obtaining the services they need to continue with the program throughout the school year, without the obligation of attending year-long classes.

Class attendance and retention of families has increased substantially with this change. It takes some planning to meet all of the performance standards with this approach, but the gains in attendance and student learning have made it worthwhile.

Collaboration Between Even Start and KYAE

by Teresa Sneed, Bowling Green Independent Schools Even Start, tsneed@b-g.k12.ky.us

The Bowling Green Independent Schools Even Start program and the KYAE family literacy program at Bowling Green Technical College collaborate in many ways. The adults from the Even Start program receive their ESL and GED classes at the BGTC. The children in both evening programs attend a joint activity once a month. For instance, we have been to Gattiland, Picnics at the Park and skating. We collaborate in the organization of this activity, with the Even Start program providing the transportation on a city school bus and the BGTC tapping their business donations to provide food. Our efforts are to help the children have a fun educational experience while their parents are attending ESL classes. The bus has also transported adults attending ESL and GED classes from the BGTC to the public library for a tour. We are planning more joint activities in the future.



PACT and Parenting “Conversation Starters”

by Sandy Cunningham and Sandy Porter, The Family Circle, Christian County, SCunning@christian.k12.ky.us or SPorter@christian.k12.ky.us

We have just started weekly “Conversation Starters” sheets for our parents that will, hopefully, get them to talk more with their children to build vocabulary and to provide background information that will help with pre/reading and reading skills. We are trying to keep them “theme based” for the month. Then in their Parent PACT Journal they document what they have done in the past week.

Parenting Curriculum

by Paulette Prater, Magoffin County Family Literacy, PAUPrater@Magoffin.k12.ky.us

Having been hired as literacy coordinator two days before the state training conference, I needed to get my program off to a quick start. The Bowdoin Method was the perfect

solution for me. The Bowdoin Method is a nationally validated, video-supported curriculum which is written on 2nd and 3rd grade reading levels, but appeals to higher educational levels as well. It teaches parenting skills and attitudes in a fun and interactive format. Bowdoin has three programs which cover infancy to age 13. Also, Bowdoin is easy to incorporate with other programs. Check it out at www.bowdoinmethod.com or 1-800-727-6833. Virginia Schmidt is the Public Relations Director and is a joy to talk to. She always has a booth at the State and National Family Literacy Conferences.



New Strategies for Adult Non Readers

by James Michael Sarver, Ph.D., Hardin County Next Step Family Literacy, msarver@hardin.k12.ky.us

After completing a military career and several years of college teaching, I thought teaching family literacy and adult basic education would be a snap. For the most part, it was, except when that rare individual walked in who was a complete non-reader. I questioned all my colleagues, “How do you teach reading to a beginning reader”? Being from the old school I relied on “phonics,” which was only partially effective and proved to be a slow, tedious process that I hated! Last November, I took a three-day training from NCFE called “ABE Reading Instruction” and learned that when phonics is combined with other techniques such as phonemic awareness, you can be a lot more effective. I have just started with a couple of new students and am proud to say that I no longer hate to see that non-reader come through my door. *(Editor’s note: for more information on the training “Adult Education in Family Literacy: ABE Reading Instruction,” go to http://www.familit.org/Training_index.cfm.)*

Communication Leading to Adult Education Results

by S.J. Hollon, Breathitt County Family Literacy, SJ.hollon@kentuckyvalley.org

I’m new to this program, so I can’t take credit for the great adult education outcomes we had for our family literacy parents last year. Breathitt County Family Literacy met every adult education indicator, including 18 level gains and 8 GEDs. Even though I wasn’t part of the team that achieved these results, after observing this excellent staff, I think I can say why they were so successful: communication. They stay in constant touch with the family literacy students, calling them when they miss a class and letting them know we’re genuinely interested in them. They build great relationships with the families, and with the other members of the staff. There’s no “brick

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wall” between adult education and family literacy staff. Everyone contributes to some aspect of the program, and everyone communicates to focus on the families’ meeting their goals.



Recruitment and Flexibility

by Jeannie Hoskins, Wayne County Family Literacy, jhoskins@wayne.k12.ky.us

We already have 28 families and our target enrollment is 20. Attending the Child Plus Fair we have in the spring really paid off. This is an event for parents who will be enrolling their child into preschool or kindergarten. I had a giveaway bag with trinkets and information about the program—several of my families joined from that event. We also collaborate with the

Cabinet for Families and Children on a parenting program called “Promoting Effective Parenting.” Many of the families are referred by the Cabinet, and I’ve been able to get some of them to enroll in all the family literacy program components after they attend the parenting.

The **flexibility** comes in because I was planning to have a program targeting families with school-aged children this year. But then everyone who enrolled had babies! I attended the “Baby and Me” session put on by Campbell County Family Literacy at the fall conference and got many good ideas that I’ve put into practice. The families have PACT two times a week and they really love it. *(Editors note: For information on “Baby and Me,” contact Nichole Kent-Cottingim at Campbell County Family Literacy (NKent@dayton.k12.ky.us)).*

January 26-February 1 FAMILYCIRCLE Conversation Starters Theme: WINTER

soup spaghetti stew chili hot chocolate hot cereal lasagna

Talk about these winter food words with your child. Emphasize the underlined beginning letter sounds. Listen to hear if there are parts in the words. Clap when you say the parts. Count the claps. Think about other winter foods that you like to eat. Write those words down. Review your other winter words and help your child use all these words in sentences.

Why do we eat hot foods in the winter?

What is your favorite winter food?

Do you eat or drink hot chocolate?

What types of food do we eat in the summer when it is hot outside?

Which food listed is usually a breakfast food?

Look for pictures in books, magazines, and grocery ads that show winter foods. Go to the grocery and find the food items. Let your child watch as you prepare some of these winter foods. Talk about the ingredients as you make the food item.

Books to read about winter and snow:

The Jacket I Wear in the Snow by Shirley Neitzel

Polar Bear Polar Bear, What Do You Hear? Bill Martin, Jr./ Eric Carle

Curious George Goes Sledding by Margaret and H.A. Reys

The Big Snow by Berta and Elmer Hader

Frosty the Snowman

The Mitten by Jan Brett

The Hat by Jan Brett

The Snowchild by Debi Gliori

The Snowy Day by Ezra Jack Keats

Challenge

Don’t forget that the USA Today newspaper is a great conversation starter with older children. Find an interesting article to talk about together. Every day, ask your children to show you their homework. Ask them if they need your help and help them if they do!!

Pronounced as one letter but written with three, Only two different letters are used to make me
I’m double, I’m single, I’m black, blue, and gray; I’m read from both ends and the same either way. What word am I??
(Hint: Go through the alphabet and think of letter names that sound like words.)

Analogies

Snowman : build as ____: bake

Mittens : hands as ____: feet

January : February as ____: April

Figure This Math Challenge®

Would you rather work 7 days at \$20 per day or be paid \$2 for the first day and have your salary doubled every day for one week?





Guiding Professional Development at the Program Level

by Sarah Hornback, Coordinator, Larue County Family Literacy,
shornback@LARUE.k12.ky.us

Kentucky family literacy programs have a wide range of professional development opportunities available to them. Assuming that all or most of the professional development is high quality, affordable and accessible, how does a local program decide what it needs?

Larue County Family Literacy focuses on three areas in determining professional development needs for both the staff as a whole and for individual team members. First, what are the program requirements? Larue County Even Start staff members are required to attend 24 hours of professional development annually. State-funded (KYAE) family literacy staff are required to attend 18 hours if they are full-time staff and 6 hours if they are part-time employees.

Next, we look at program evaluation summaries and benchmark achievement summaries. Analyzing student achievement areas where we did not meet performance goals are possible professional development target areas. Will additional training help us reach benchmarks or improve program performance in a particular area? Additionally, we look at whom we serve. What are the demographics of our program? Has our target population changed? Do we need more training to more effectively serve them? For instance, in 2000, Larue County did not serve any immigrant students in family literacy. In 2003, 20 percent of our students were immigrants. An effective technique for working with English language learners was a very obvious professional development need. Additionally, we complete a program self-assessment each year. Results from this assessment also help determine areas of need.

Program requirements and program needs lead to the third area of local professional development. Each staff member completes a self-assessment and a program management evaluation. In conjunction with the program needs previously determined, results of these reflective instruments help guide individuals when planning their

professional development. Just as we ask our families to complete a family education plan, each local staff member writes an individual professional growth plan based on program requirements, program needs, and his or her individual self-assessment. Each team member meets with the program manager to discuss the plan and look at professional development offerings to meet those needs. There are professional development opportunities that we take advantage of as a group, such as the Kentucky Adult Education and Family Literacy Conference, but there are also professional development opportunities attended by individuals, such as High Scope training, Kentucky Early Childhood Standards training, ESOL Methodology, Leadership Institute, and various others. Team members meet quarterly with program management to discuss progress, amend, or extend their professional growth plan.

In addition to formal professional development, Larue County Family Literacy participates in on-going professional development at the local level. Each staff meeting presents an opportunity to enhance professional knowledge in effective research-based practices to improve student and staff performance. Modeling differentiated learning techniques, outlining the six aspects of literacy, discussing a professional journal article, and practicing research-based reading instruction are some of the professional development activities presented during regular staff meetings this year.

According to the No Child Left Behind Act, professional development includes activities that are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. Working at the local level to deliberately and carefully choose professional development activities based on both program needs and individual needs, along with on-going local professional development and accountability, helps insure that professional development creates a learning community where staff and students flourish.

Kentucky Author Visits

Kentucky Author Tres Seymour read to fourth grade students, presented a program at the library and gave a writing workshop for adults in Madisonville in November. The author visit was coordinated by ACE2 Family Literacy Coordinator Judy Ashmore. Judy won the visit at the KAACE Silent Auction in September. Upcoming visits, also won at the auction and donated by the Kentucky Institute for Family Literacy, are : February 7, Hardin County—George Ella Lyon and February 10, Larue County—Marie Bradby.





KET Ready To Learn—A New Opportunity for Family Literacy

by Carrie Grate, KET Ready To Learn Coordinator, cgrate@ket.org

Would you like to receive free books for families and receive special training on media literacy?

Then consider applying to be a KET Ready To Learn trainer.

KET Ready To Learn would like to recruit 20 Family Literacy Coordinators to offer Ready To Learn workshops to the community you already serve. KET Ready To Learn offers selected applicants a free, two-day training to be held April 22 and 23 in Lexington. Those who attend the training will receive all the materials needed to facilitate workshops. Within one year from the training, Family Literacy Coordinators will complete eight Ready To Learn workshops, submitting minimal documentation. KET Ready To Learn will provide resources, including 20 children's books and *PBS Families* magazine per workshop.

KET Ready To Learn is a media and family literacy service targeted towards adults to reach their children

The three objectives of the workshops are to:

- Provide young children with more early language and literacy experiences involving PBS children's programs
- Critically select, view and use media with young children, and
- Engage young children in experiences that foster intellectual, language, emotional, social and physical development using PBS children's programs.

and/or students. One primary component of the service is its distribution of quality children's books through free workshops.

The KET Ready To Learn objectives are reached by teaching and demonstrating how to use the Ready To Learn Learning Triangle, a simple planning tool, to support the development of children between birth and eight years of age.

Times of tighter budgets and higher goals require strong partnerships. Working with partner organizations allows KET Ready To Learn to grow closer to meeting the goal of all Kentuckians having access to, and using, its resources. KYAE and Even Start family literacy programs would make great partners to KET Ready To Learn - both benefiting by working together.

To apply, go to the Kentucky Institute for Family Literacy website at www.familit.org/kifl. If you have any questions about the KET Ready To Learn service please contact Carrie Grate at (859)258-7451. I look forward to working with you.



Verizon Literacy University: A Free Resource

by Jane Martel Mencer, Instructional Designer, National Center for Family Literacy, jmencer@familit.org

Have you been looking for free resources to use to train your volunteers or for ongoing professional development for yourself or staff? Verizon Literacy University, www.vluonline.org, is the place to go for free, self-paced, 30-45 minute, online courses developed by the National Center for Family Literacy and ProLiteracy Worldwide. Family literacy programs will be interested in *Supporting Children's Education*. Those working with English Language Learners will want to check out *Volunteering in English Language Learner*

Literacy Classes and Citizenship: What Volunteers Need to Know. Soon to be released are the courses *Culture and English Language Learners* and *Teaching U.S. Civics for the Citizenship Test*.

Be sure to list your program on <http://www.vluonline.org/volunteer/where.asp> so that prospective volunteers can find you! Take a few minutes today to explore the site. It's full of links and resources, learner success stories, and more!



Online Course in Family Literacy

Kentucky Adult Education will pay the tuition for up to ten Kentucky family literacy staff to take “Introduction to Family Literacy,” the first course in Penn State’s Online Certificate in Family Literacy.

The 12-week course runs from May 26 to August 17, 2004. It is offered by the College of Education at Penn State and was developed by the Goodling Institute and the National Center for Family Literacy. Taught by NCFL staff member Donna Bell, “Introduction to Family Literacy” offers the opportunity to earn educational credits online while carrying out a full-time work schedule.

Applicants must have completed 60 credits of undergraduate

work or the equivalent at an accredited institution. Those successfully completing the course will earn three credits toward a bachelor’s or master’s degree. Computer equipment requirements are: e-mail, Windows 98, web browser, 56K modem or higher, and PDF plug-ins. Applications can be submitted directly to Penn State online between March 10 – May 15, 2004. If you are interested in applying, please contact Donna Potter at Donna.Potter@ky.gov. You can also check the Penn State World Campus web site at www.worldcampus.psu.edu/pub/famlt/afs_courses.shtml for more information.

Family Literacy Performance Indicators—Revised for 2003- 04

The progress of family literacy programs in Kentucky is measured by the **Family Literacy Performance Indicators**. These benchmarks provide the programs a way to assess their families’ educational outcomes each year. When family literacy programs enter data into AErin, it is aligned with the Performance Indicators.

It’s important for programs to be aware that the Indicators were revised in August of 2003 and are in effect for the 2003-04 program year. The following changes were made:

- 18 items were eliminated (note: there are only 8 items family literacy programs collect that are not already collected for adult education)
- Some adult education assessments have changed

- The NRS benchmarks for adult education achievement have changed
- The early childhood performance expectation and time period have changed
- The number of school age items has been reduced to two
- The number of PACT/parenting indicators has been reduced to two

In addition, some clarifications were recently made at the request of programs. To view the latest version of the Indicators with the clarifications, go to the KYAE website (<http://adulthood.state.ky.us/>) or the Kentucky Institute for Family Literacy website (www.familit.org/kifl).

Reading First and Family Literacy

Kentucky Reading First grants were recently announced for approximately 70 elementary schools across the state. The purpose of the grants is to help schools improve reading instruction in the primary grades so that all children are reading at grade level by third grade.

Recognizing the importance that parents and families play in a child’s literacy development—as well as the resources available in Kentucky through adult and family literacy programs—Kentucky placed a significant emphasis on family literacy in its request for proposals. Following is the direction schools were given by the Kentucky Department of Education in designing their proposals:

“All Kentucky Reading First Schools are encouraged to include a family involvement component in their program to support children’s reading gains. LEAs should include a plan for

- explaining the Kentucky Reading First approach to parents in the school

- providing take-home activities to reinforce reading lessons in school
- addressing potentially low literacy levels of the parents in both informational materials and take-home activities
- referring parents to adult education or family literacy services (available in all Kentucky counties)
- planning joint activities with adult or family literacy services in the community.
- participating in professional development and training provided by the Kentucky Institute for Family Literacy in order to align family literacy activities
- collaborating with the Kentucky Institute for Family Literacy

Many family literacy programs were involved with their local elementary school in writing a Reading First grant. If a school in your county receives a Reading First grant, please contact Cindy Read at Kentucky Institute for Family Literacy (cread@familit.org) for partnership strategies in this important initiative.





Family Literacy Evaluation

by Jacqueline Korengel, Senior Associate, Kentucky Adult Education
JacquelineE.Korengel@mail.state.ky.us

As you may know, 2002 was the first year we offered family literacy services in every county in Kentucky. We are one of only two states that has committed to family literacy efforts to this extent. In presenting our Adult Education Action Agenda in 2002, Dr. Cheryl King, Vice President for Adult Education, assured the Council on Postsecondary Education that evaluations would be conducted on major, funded initiatives, such as the New Opportunity Grants and Family Literacy.

In order to facilitate continuous improvement and fulfill our commitment to the Council, we have contracted with an outside agency to perform an objective, comprehensive evaluation of family literacy services. They will be

concentrating on programs that have been in existence for at least one year. The agency will be conducting surveys and contacting various programs to gather data in order to provide us with information and recommendations. We are most interested in the consulting agency's ability to identify barriers, successes, opportunities, and trends associated with program services. As a result of this effort, we are looking forward to sharing best practices and elements of model program services with you. I want to thank you, in advance, for your cooperation and candor when contacted by this consulting agency (Thomas, Warren & Associates). We anticipate that this will only lead to strengthening our efforts to serve Kentucky's parents and children.



Professional Development Practitioner Advisory Team

by Sandra Kestner, Senior Associate, Kentucky Adult Education,
Sandra.Kestner@ky.gov

A newly formed professional development practitioner advisory team met for the first time in December in the new Kentucky Adult Education offices. Our professional organization, the Kentucky Association for Adult and Continuing Education (KAACE), provided a working lunch for the group.

The PD partners selected this 15-member team from practitioners across the state. The members represent every area of adult education including family literacy, ESL, workplace, instructors, directors, and KAACE. The team will be meeting three times a year for lively discussions about professional development and will offer suggestions and assist the PD partners (KIFL, KAELI, KYVAE and the Adult Education Academy) with practical ideas for professional development.

More importantly, the members will be advocates for professional development and will represent you, the practitioner.

Team members are:

- Bill Bates bill.bates@kentuckyvalley.org
- Gayle Box gayle.box@kentuckyvalley.org
- Amy Cloud Acloud@grant.k12.ky.us
- Karla Gibbs kgibbs@ovec.coop.k12.ky.us
- Celeste Goodwin cgoodwi3@jefferson.k12.ky.us
- Anne Greenwell agreenw1@jefferson.k12.ky.us
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- Scott Turner sturner@scott.k12.ky.us
- Rocky Wallace rwallace@kedc.coop.k12.ky.us
- Pam Wilson pamala.Wilson@kctcs.edu

Please feel free to contact a team member at any time with a concern you would like brought to the PD partners. If you have a keen interest in professional development and would like to join the PD Practitioner Advisory team, please let me know.

Best wishes for a happy and prosperous new year.



Greetings from the KYAE Family Literacy Associate

by Donna Potter, Kentucky Adult Education,
Donna.Potter@ky.gov

Everyone looks forward to January as being the beginning of a new year. Most of us want to make a fresh start by resolving to continue our best practices and implement new and improved methods in our personal lives and careers. I, too, am excited to begin a new year as the Kentucky Adult Education Family Literacy associate.

As you know, family literacy does change lives, and the services you provide to your families allow your students and their loved ones to make a fresh start in their lives. I am sure you will agree that there isn't a more valuable

service than to teach someone how to begin again or set new goals. A student's fresh start may be obtaining his or her GED, or honing up on skills to get a new job, developing better self esteem as a result of learning to read, or helping his or her children to succeed in school. The benefits of continued learning are endless and change lives and communities forever. I hope 2004 brings you and your staff a new sense of renewal and vitality! Please call me at 502-573-5114, ext. 121 if you have family literacy program questions.

Meet the Staff

Kentucky Institute for Family Literacy

Cindy Read, Director

cread@famlit.org

(502) 584-1133, ext. 184

Cindy came to National Center for Family Literacy from UPS Airlines in 2000 to direct the Kentucky Institute for Family Literacy. For 20 years, Cindy has worked in a variety of professional and volunteer positions to improve education in Kentucky. Call her with questions on collaboration or Reading First.



Kathy Y. Stovall-Robinson, Family Literacy Specialist

krobinson@famlit.org

(502) 584-1133, ext. 183

Kathy moved to Kentucky from Tacoma, Washington in 2001 to join the Institute staff. Her previous experience includes coordinating and teaching in Even Start and state-funded family literacy programs. Contact Kathy to set up technical assistance visits or with questions on program implementation.

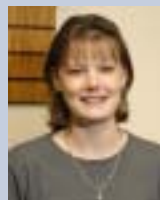


Sharena Bobbitt, Administrative Assistant

sbobbitt@famlit.org

(502) 584-1133, ext. 183

Sharena joined the Institute staff in 2003. Sharena is responsible for the Family Literacy Resource Center and supports all the Institute's technical assistance and training activities. Contact her to check out books or for other Institute information.



Kimberly Ely, Administrative Assistant

kely@famlit.org

(502) 584-1133, ext. 121

Kimberly handles all training registrations for the National Center for Family Literacy, including those for the Kentucky Institute. Call her with any questions on training registrations.

Family Literacy Technical Assistance

Did you know that KYAE family literacy program staff can receive professional development credit when they participate in technical assistance for program improvement?

Technical assistance through the Kentucky Institute for Family Literacy is provided by a team of experienced family literacy and adult education practitioners. Visits include observation of PACT and Parent Time, a collaborative partner meeting, and discussion of strategies for improving program outcomes on the Kentucky Family Literacy Performance Indicators. Programs have the

opportunity to receive feedback on instructional approaches as well as develop an Action Plan for program improvement.

There is no cost to KYAE family literacy programs for technical assistance visits due to support from KYAE. These on-site sessions allow family literacy program staff to extend their learning from workshops and conferences in a job-embedded context.

To set up a site visit for technical assistance, contact Kathy Y. Stovall-Robinson at krobinson@famlit.org.



Parenting with a Literacy Focus

Don't miss this regional, one-day training for family literacy programs in February and March.

"Parenting with a Literacy Focus" will provide helpful tools for family literacy programs to implement the Parent Time component of their programs. The training will incorporate scientifically-based reading research as well as research on parenting education. Participants will receive a notebook with 12 research-based Parent Time and PACT activities to take back to their programs.

To download the registration form, go to www.famlit.org/kifl.

All session times 10 a.m. – 3 p.m.

February 6, 2004 Covington, KY Campbell County Extension (Highland Heights, Rm. A)	March 12, 2004 Morehead, KY Ramada Inn
February 13, 2004 Paducah, KY Paducah Independent Board of Education (Conference Rm.)	March 19, 2004 London, KY London Public Library (Community Rm.)
February 20, 2004 Louisville, KY Gheens Academy Flex Room B	March 26, 2004 Bowling Green, KY Bowling Green Technical College, Bldg. F

Lunch on your own

Calendar of Events...

The complete PD Calendar at www.kyvae.org has information about many opportunities including:

- Leadership Institute Central Regional Meeting (Feb. 13)
- Beginning and Intermediate ESOL Lesson Planning (Feb. 20)
- Orientation to Adult Education (March 10 - Frankfort)
(March 16 - Madisonville)

COMING SOON!

LiteracyLink— Statewide Orientation Session

Feb. 19, 2004, 8:00 a.m. – 5:00 p.m. EST
KET Visitor's Center, Lexington

KYAE has purchased the licensing to allow every adult education center in the state to utilize the LiteracyLink Online Management System (OMS) with their students. LiteracyLink includes two KET produced series: Workplace Essential Skills and GED Connection and a system to track learners' progress through online activities. Register by Feb. 5 by contacting Leah Disponett at Leah.Disponett@ky.gov or (502) 573-5114.

NATIONAL

2004 National Conference on Family Literacy

March 1-3, 2004
Disney's Coronado Springs Resort, Orlando, FL
<http://www.famlit.org/nfl/conference.cfm>

2004 National Conference on Learning Disabilities

March 17-20, 2004
Atlanta Hilton, Atlanta, Georgia,
<http://www.ldanatl.org/New.html>

Teachers of English to Speakers of Other Languages National Conference

March 30-April 4, 2004
Long Beach, California,
<http://www.tesol.org/conv/index-conv.html#archival>

COABE National Conference

April 26-28, 2004
Columbus, Ohio
<http://www.coabe.org/>

AAACE National Conference and Kentucky Adult Education and Family Literacy Conference

November 3-6, 2004
Galt House Hotel, Louisville
<http://www.aaace.org/>

Tech Tips



Get your data straight! Code all family literacy enrollments in AErin under **Code 11**. If you enter them in Code 01, the family literacy program will not receive credit. Also, Even Start parents who receive their adult education at a KYAE program should be coded as "21." The good news is that all family literacy enrollments in Code 11 and Code 21 count towards your county's adult education "rewards."

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