

EFFECTIVE MOTIVATIONAL/SELF-ESTEEM AND LITERACY CURRICULUM
FOR
THE DEVELOPMENT OF AFRICAN AMERICAN WOMEN

Approved by Richard Rogers on August 15, 2011
Advisor

EFFECTIVE MOTIVATIONAL/SELF-ESTEEM AND LITERACY CURRICULUM
FOR
THE DEVELOPMENT OF AFRICAN AMERICAN WOMEN

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Abstract

This educational project designed a curriculum to promote self-sufficiency among participants by overcoming current barriers related to women and employment. By overcoming these barriers, the curriculum would guide African American women to an independent lifestyle that would be healthy for women and their families. By creating a new cycle of healthy choices, completers of the curriculum would effectively destroy the precious “welfare” cycle.

Many African-American women were by-products of previous generations that had limited literacy skills and had also depended on the welfare program. These barriers prevented many from obtaining educational services. Lack of motivation, employment training, and childcare made it extremely difficult to break this cycle.

African-American women needed to understand that to become self-sufficient and succeed in completing their goals; they had to recognize and overcome these obstacles. Many were also blocked from moving forward by lack of counseling for domestic violence, drug and alcohol abuse, educational or employment training, and knowledge of available resources. This was made more difficult by the perceived stigma associated with seeking these services.

Based upon these barriers, a curriculum was developed that would encourage African-American women to take responsibility for life changes in order to obtain their goals. Goals would be achieved using an advanced motivational self-esteem program. Success of the program depended on having on-site counseling services and a 24-hour support line. The program content was to be presented by professional staff that would provide training on a one-to-one, personal basis.

This educational project consisted of a general review of the literature related to the African-American woman and adult literacy and development of a curriculum.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

At the time of this study, MAXIMUS was one of the four W-2 agencies in Milwaukee County. The Learning Lab and Assessment Unit were two components that conducted GED and other assessment testing for individual participation in the Wisconsin Works (W-2) program. Testing helped to determine how to assist and place participants in the activities necessary to receive benefits through the W-2 program. According to MAXIMUS enrollment records, approximately four out of six African-American women experienced some type of limited literacy.

Out of all participants served at MAXIMUS, a total of 44 percent of African-American women experienced this problem. Many African-American women were single parents who had barriers that prevented them from completing their education and becoming self-sufficient. These African-American women faced many obstacles in completing the MAXIMUS program. Obstacles included low self-esteem, domestic violence, drug and alcohol abuse, housing, childcare, counseling, education, and sufficient job training.

A need was identified to develop a curriculum that would provide motivation and education services that would assist these women to overcome such barriers and meet their specific needs while participating in the W-2 program. This curriculum would help MAXIMUS help African-American women to become socially and economically self-sufficient.

Statement of the Problem

Many African-American women were by-products of previous generations that had limited literacy skills and had also depended on the welfare program. These barriers prevented

many from obtaining educational services. Lack of motivation, employment training, and childcare made it extremely difficult to break this cycle.

It was important for African-American women to understand that in order to become self-sufficient and succeed in completing their goals; they had to recognize and overcome these obstacles. Only then would it become possible to move forward. Many were also blocked from moving forward by lack of continual mental and psychological counseling for domestic violence, drug and alcohol abuse, educational or employment training, and knowledge of available resources that provided extremely limited services. This was made more difficult by the perceived stigma associated with seeking these services.

Based upon these barriers, a curriculum was developed that would encourage African-American women to take responsibility for life changes in order to obtain their goals. Goals would be achieved using an advanced motivational self-esteem program. Success of the program depended on having on-site counseling services, and a 24-hour support line. The program content was to be presented by professional staff that would provide motivational and self-esteem building training on a one-to-one, personal basis.

Purpose of the Study

The purpose of the study is outlined in specific objectives needed to achieve a successful program. This educational project was a three-pronged process that would help to eliminate the barriers facing African-American women.

- To establish a motivational, self-esteem building, counseling program that would have counselors available on site with a 24-hour support service to which clients might ask questions or present concerns.

- To design a 20 to 30 hour curriculum that would enrich literacy skill to enhance the possibility of providing motivation for participants to transform their feelings of blame. This in turn would help African American women to take responsibility for their lives, which in turn would lead to setting and achieving goals.
- To develop a face-to-face curriculum with the availability of a personal counselor, tutor, and life skills coach that will enable participants to better understand the dynamics of their experiences and develop skills to become more effective women.

Significance of Study

An analysis of the research and literature suggested a number of significant findings and generalizations about the importance of the effects of self-esteem on African-American women.

- African-American women would benefit from on-site counseling resources by having the opportunity to develop a trusting relationship with staff and fellow participants.
- Enhanced self-esteem would encourage them to cross their self-imposed boundaries and transform their prolonged sense of humiliation and blame.

Assumptions of the Study

It was to be assumed that a self-esteem-building program would enable participants to overcome shame and deal with the barriers that had stopped them from progressing with their lives. It was also assumed that African-American women would enroll in a program that offered counseling and self-sufficiency training. A third assumption was that by helping African American women at the present time, the cycle of poor literacy and dependency would be broken.

Method and Procedures

This project consisted of a general a review of literature and information related to African-American women and adult literacy.

Delimitations

The study was limited to the development of self-esteem and literacy. This curriculum was to be applied through the Learning Lab/Assessment unit at MAXIMUS.

Definition of Terms

Assessment Unit: A unit of trained staff within the W-2 program that helped participants to gain employment through activities and case management services.

Financial Employment Planner (FEP): A trained staff member with the W-2 program that helped participants to gain employment through activities and case management services.

Learning Lab: A facility located with MAXIMUS that conducted workshops to teach participants life skills. For example: filling out applications, creating resumes, mock interviewing, appropriate clothing choices for employments, and basic budgeting.

MAXIMUS: A private agency that helped government offices deploy programs according to specifications.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literacy and Social Challenges

The Centre for Literacy compiled a study entitled *Issues and Challenges in Communicating with Less Literate Canadians* in September 2009. This study gathered information from over 4000 surveys, eight (8) discussion groups, and 46 individual interviews from adults who had no more than an eighth grade education. This section of citizenry found most government documents too hard to comprehend, used the television as the primary source of information, distrusted the Internet, and needed more personal contact with officials.

They were generally less optimistic, had little self-confidence and found change difficult. This group had a difficult time understanding information and recognizing information sources. The participants were unsure whether the information met their needs. They did not believe they could rely on information received. They contacted government agencies less often, and relied heavily upon friends and relatives to obtain information.

Another study concluded that “while governments and other agencies move increasingly to web-based communications, in the mistaken assumption that everyone is on-line or soon will be, they have an obligation to adopt a variety of strategies to provide essential information to all citizens (Abbott-Shim & Nurss, 1996).

“Accommodation is not a charitable gesture. It must be a hallmark of inclusive democracy” (Canada Information Office, 2007). This research study and educational project was an attempt to provide accommodation to African-American women related to literacy skills and self esteem.

Literacy and Health

The *Journal of Medical Internet Research* did a study about how African Americans with low incomes and low literacy levels had a high rate of poor outcomes from many preventable diseases. Many of these people were impeded from accessing health information. Many African American also were subjected to cultural insensitivity in health materials (Birru & Steinman, 2004).

Participants in the study were unable to use written materials to function in health care settings and to maintain their health and lacked the skills needed to advocate for and request needed clarification. For example, a study of African-American patients with non-insulin dependent diabetes reported that only 25% of these patients demonstrated health literacy. A study by Morhmann, *et al*, reported in Birru and Steinman, concluded that “printed educational material on breast cancer do not adequately provide information to undereducated, economically disadvantaged African American women,” which was confirmed in other studies of breast cancer and prostate cancer prevention materials (Birru & Steinman, 2004).

In 1992 The National Assessment of Adult Literacy reported that almost half of all individuals who read at the lowest defined literacy level also reported the lowest amount of income. This group also was the highest reporting health complications. The study also reported that 38% of African-American participants were graded at the lowest level of literacy, which is a one (1). These families demonstrated poverty levels up to three times higher than any other ethnic group (Kirsch, Jungbluth, Jenkins, & Kolstad, 1992).

Literacy and Education

Another published report developed by the National Center for Education Statistics (2004) stated that the high school drop-out rate for African Americans was 10.9%, which was

much higher than the reported 7.3% for whites. African-American students often had lower grade point averages and little access to tutoring.

The National Institute for Literacy (NIFL) determined that improved educational levels in African-American adults correlated to a direct and measurable impact on the quality of education and life for their children (2004). NIFL also report that 17% of people with the lowest level of literacy received food stamps and that 70% of people with the lowest level of literacy skills had no full or part time jobs. Employees that did not have high school diplomas or equivalents earned a mean monthly income of \$452 compared to the \$1,829 earned by those with a college degree (National Institute for Literacy, 2004, p. 2).

In a study prepared by the National Opinion Research Center (2002), only 6.5% of recipients of doctoral degrees were African American. In addition, some of these recipients graduated from historically Black universities such as Howard, South Carolina State, Tennessee State, and Clark Atlanta. Also reported was that because of this statistic most African-American graduate students were not likely to encounter other African Americans in their courses (National Opinion Research Center, 2002).

According to the GED Testing Web site, Bill Cosby (comedian), Dave Thomas (Wendy's Founder), Governor Ruth Ann Minner (Delaware), and Senator Ben Nighthouse Campbell (Colorado) were all GED graduates (American Council on Education, 2002). The General Educational Development (GED) exam was a high school completion exam for adults over the age of 18 ½. The exam included separate tests in the areas of language arts, social studies, science, and mathematics. Every year between 800,000 and 850,000 adults attempted to receive a GED. Approximately 500,000 passed the exams and earn a high school diploma in 2002. At present, one in seven high school graduates actually earned GED diplomas.

The importance of the GED test was its impact on finding jobs and earning more money. Professional educators and test specialists in each of the areas of concern developed these tests. If an individual had not passed all sections of the GED test by December 31, 2001, that individual had to retake all sections of the test beginning January 1, 2002. The following information from the GED Testing Web site lists what remained unchanged from the 1988 GED series and what was changed for the 2002 GED series.

Test 1: Language Arts, Writing. The first test of the GED, the language Arts, Writing Test encompassed two parts: The first part tested knowledge of conventional English, and the second part tested ability to write about a given topic.

This had not changed for the previous test. Part I remained multiple choice, and Part II was still an essay. Also, specific skills tested included the areas of correction, revision, and construction shift.

Under correction, an individual had to demonstrate mastery of organization, sentence structure, usage, and mechanics. This included reviewing one sentence, a number of sentences, a paragraph, or complete text.

The individual determined what corrections needed to be made to make to the sentences correct. In the revisions area, the Language Arts, Writing Test, included errors in sentence structure, usage, and mechanics. Testers determined if that portion contained an error. Following the sentence was a list of five possible corrections. The first suggestion given for correcting the sentence was exactly the same as the underlined portion of the sentence. Therefore, if the individual felt no correction was necessary, the first suggestion would be chosen as the answer.

The construction shift portion tested sentence structure, mechanics, and organization skills. Construction shift referred to the ability to rewrite a sentence using a different structure. The revised sentence had to be correct and clear. The construction shift section, unlike the correction and revision sections, contained no error. The main purpose was to show ability to separate one paragraph into multiple paragraphs.

The Language Arts, Writing Test included more changes other than the name change. For instance, spelling and comma errors were eliminated. Individuals did not need to be overly concerned that they were spelling every word correctly with exception of homonyms, possessives, and contractions. Commas were only tested “when they are used to eliminate confusion” (American Council on Education, 2002)

Another new addition to the Language Arts, Writing Test, was the use of business communication. These included documents used in businesses today such as letters, memos, reports, e-mails, and executive summaries. Other informational documents included “How to” tests, which were documents offering instructions and directions for completing certain tasks. These included writing resumes, leasing a car, and planning a trip.

The purpose of using these documents was to make the test more centered on life experiences. Individuals might already see some of these documents each day. For some testers the GED test would enable them to acquire a job; therefore, these documents might become part of their everyday work environment. The excerpts used for these documents were 200 to 300 words each or the equivalent of 12 to 18 sentences. Another item that was added to the Language Arts, Writing Test was organization. Organization was defined as the ability to identify transitions within paragraphs and separate one paragraph into two or more paragraphs.

Testers also worked with developing topic sentences for a paragraph and ensuring a paragraph was coherent.

The final items concerned the essay portion. In an effective essay the individual had to demonstrate a clear and logical idea that was very well organized. This included proper sentence structure and language. The essay had to be easy to follow, and the individual had to represent the idea extremely well.

Test 2: Social Studies. The second test of the GED was the Social Studies Test. This test continued to be a multiple-choice test. History, geography, civics, government, and economics continued to be covered. The test also “continue to measure adults’ ability to understand and to use knowledge and information about important social studies concepts, principles, developments, and issues in national and global contexts, taught in a high school social studies education”(Hoover, 2000, p.2, in American Council on Education, 2002).

This included applying analyzing, and evaluating information given from the five areas of concern. The test continued to include contexts on national and global issues related to social studies. The purpose of the test was to enable individuals to make informed decisions as citizens in a democratic society on a regular basis.

As in the Language Arts, Writing Test, some areas on the Social Studies test in the 1988 GED series were eliminated. This included behavioral sciences (psychology, sociology, and anthropology). These areas were no longer tested as separate content areas. However, these concepts were still found within the context of other areas of the test. Concepts related to human health and development were no longer tested.

Questions were included that covered concepts of law, culture, race, religion, etc. Other changes made to the Social Studies Test included an increase in the number of questions related

to history, government, and civics. More questions were based on world history and eras in the history of the United States. These questions might be derived from graphic or visual sources included on the test. This included answering questions related to information contained in maps, charts, tables, cartoons, (mainly political), and photographs. The purpose of these questions was to test visual processing skills.

The 2002 test also tested critical thinking skills such as analysis. For example, the test showed a chart of the world in which countries were shaded according to the illiteracy rate of each country. The question read, “Which of the following has an adult illiteracy rate similar to that of Australia?” The choices were Africa, Central America, Southern Asia, South America, and Western Europe (Sample of GED Test 2: Social Studies, 2001, p. 17). The countries were not labeled, and the answer was not a clear-cut decision. Each country was shaded according to the percentage of illiterate individuals living in the particular country. The tester determined which country was shaded similarly to Australia and had to also know where the countries were located.

Test 3: Science. The Science test was the third test of the GED. The questions continued to be multiple-choice. Sometimes a set of questions related to one topic, and single-format questions were also used. The purpose of the Science Test was to enable individuals to make an informed decision based on knowledge gained in the areas of physical science, life science, and earth and space science.

Test 4: Language Arts, Reading. Test 4 of the GED was the Language Arts, Reading Test. This test was formally known as Interpreting Literature and the Arts. One item that remained unchanged was that the passages chosen for the readings continued to reflect the diverse nature of GED testers; for example, gender, age, religion, and ethnicity. Each of the

passages chosen ranged from 300 to 400 words. One poem was included on the test, which might be 8 to 25 lines in length. A selection for a drama was also included on each of the test forms. After each passage were multiple-choice questions. This test was text only; no graphics were contained in Language Arts. The purpose of this test was to demonstrate ability to read and comprehend at varying levels of difficulty.

Test 5: Mathematics. The fifth and final test was to demonstrate mathematical knowledge incorporated into life experience situations. The GED Testing Service did the adult learner a great service in incorporating life experience documents into the GED. One item that remained unchanged was being able to recognize the correct procedure needed to find the solution. The individual had to determine if the question could be answered, based on the information given. The test continued to measure algebra, geometry, number relations, and data analysis. It might be harder to pass both sections in this two-part test to receive a passing score.

Of the 800,000 to 850,000 people who took the GED each year, it was hoped that the number who received the diploma would increase by 100,000 people or more (American Council on Education, 2002).

Literacy and Income

Other statistics gathered by Women in Literacy (SiL International, 2003) had proven that access to education varied according to income, race, ethnic origin, disability and residence. The single largest factor was gender. Also reported was that one out of three women in the world could not read or write. According to the report, women with even a few years of education were better workers, generated more income, and took better care of their families than those with none. A survey of 106 developing countries proved that as the literacy levels in women increased, the fertility rate dropped, infant mortality declined, and immunization rates rose.

Literacy and Individual Impact

More than 20 million women scored in the lowest literacy levels of the U.S. Department of Education, *1993 National Adult Literacy Survey*. Women who were poor and undereducated were not as involved in their children's schooling. They also shared fewer activities with their children. Six critical areas were defined in order to support African-American women. These areas included self-reliance, health, education, environment, human rights/status of women, and peace.

By improving these areas in their lives, it was hoped that African-American women would be able to better understand the reality of their daily lives and to take initiatives to improve their lives and communities. According to *Women in Literacy*, it was also hoped that African-American women would realize that they "are human beings who don't want to be featured on TV for being poor. Privacy is important. There are many people out and about who don't want the folks at home to see how they are doing. However, they are treated as stores or sound-bytes." Every day these people ("clients") were faced with indignities to the spirit and were aware of the hypocrisy of Health and Human Service agencies (SiL International, 2003).

In conclusion, the related literature supported a need for programs to improve African-American women's literacy. By improving the literacy levels, social and economic aspects of their lives might also be improved along with their home lives and that of their children; thus, breaking the "welfare" cycle. Improved literacy would help to improve the women's self-esteem. By improving their confidence, they would find themselves in situations less conducive to domestic violence. They would be more apt to seek health care and understand it, including psychological care. The women would have a higher monthly income, be more involved in their

children's lives, and help their children succeed in school. They would participate in activities with their children creating a well-balanced home life.

CHAPTER III

FINDINGS

As part of a new policy, every applicant of the W-2 program had to complete an assessment. The assessment touched on every aspect of the participants' lives. This included possible abuse from childhood to present, education, health, and employment skills. The assessment was generally filled out directly by the participant; however, if the client was unable to or uncomfortable with filling it out, a trained member of Customer Service would complete the assessment with an applicant. The Assessment was used to help identify possible barriers to employment. The Assessment became a part of the participants' file and was forwarded to the case manager. The Case Management process (see Appendix A) was designed to meet the special needs of participants with low literacy and other barriers.

The case manager would make appropriate referrals to different areas within MAXIMUS to help address these barriers (see Appendix A). These areas included literacy services, GED classes, interviewing skills, resume writing, mental health assessments, and resource referrals. These assessments showed the need for more intensive programs for African-American women, who reported lower self-images than other ethnic groups. They had more health problems, many stemmed from psychological disorders, including eating disorders. Many had or continued to have abuse issues. Many of their children had poor school attendance and performance. Of this same population of African-American women, most were not job ready.

They needed to improve their educational skills and had very little employment history. Many felt the resources available to them were limited and were not meant to help the individual. Many of the resources were conducted in group situations with little one-on-one interaction.

Participants felt they would benefit with a personal coach who would be available outside of a classroom environment.

Many felt too embarrassed to discuss the issues they were facing in their everyday lives in a group situation. This group of women also felt that having a 24-hour hotline would be beneficial. They felt that being able to talk to someone at the moment that these feelings occurred would help negate the normal aftermath. They felt that they would be more open and honest about their situations in a private setting, such as their homes. Many reported having high instance of anger that was difficult to control.

Over 25% of this group felt very little hope for the future. They felt that their situations would not improve or improve very slightly. None of them felt that they would obtain above minimum wage employment. By providing a personalized program to enhance education, obtain childcare, and emotional help, they felt that they would be better prepared to live a life outside of the W-2 program.

In conclusion, this research indicated a need for a more personalized approach in improving literacy and life skill education for African-American women and their families. By making literacy and education a high priority, the curriculum (see Appendix B) developed for this population will not only prepare these women for employment, but will also give them an opportunity to improve their environments. The three-pronged approach of this educational project seems to best fit the needs expressed by these participants. By having the program integrated with the already in place requirements of the W-2 program; more success stories beyond employment are expected.

MAXIMUS would treat the whole woman instead of a social or political issue. The integration would not require additional time away from families and would become a retreat

instead of a requirement. By incorporating these resources into their lives, participants will become better prepared for the employment sector. Participants will more clearly understand the significance of action and responses as related to consequences. Persons who complete the training will understand that they need to think a little ahead of today, to plan for tomorrow, and to ensure the success of their children.

African-American women and families will start to close the gap in education and employment that is seen in other ethnic groups. Participants will be able to return to the program at any time after leaving for refresher courses or counseling. Those in the training need to understand that they will never have to feel pushed out into the job sector without resources to provide success.

CHAPTER IV

SUMMARY AND CONCLUSIONS

In summary, over 44% of participants at MAXIMUS are African-American women. Of these, 11% score in the lowest levels of literacy. Many face other barriers, such as lack of childcare, domestic violence, and poverty. This circumstance is due to low understanding of written material provided by the government about different programs available to them. The majority of their information is received by word-of-mouth or television. Low literacy levels cause such women to distrust the programs available, and they find change daunting.

African Americans with low literacy scores also suffer from more health complications. They have a hard time understanding materials pertaining to their conditions and how to pose appropriate questions to their healthcare provider. There also seems to be a profound lack of cultural sensitivity among healthcare professionals. African-American women, who score lowest in literacy levels, also have the highest poverty rate. They experience three times the amount of poverty as compared to any other ethnic group.

African Americans also have a much higher dropout rate than any other ethnic group. They have lower grade point averages and little access to the tutoring needed to improve their grades. Six critical areas have been identified that need to be improved. These are self-reliance, health, education, environment, human rights/status of women, and peace. By improving these areas, the family is given a greater chance to rise above the statistics.

In conclusion, the case management process (see Appendix A) and the curriculum (see Appendix B) developed as part of this educational project will be beneficial to the African-American woman who wants to overcome barriers. By treating the whole woman, the training

will improve success in the employment sector, thus, improving her home life. Although participants will break one cycle, the training will create a new, more positive cycle.

Lack of education keeps the African-American woman's self-esteem level low. Through this lower self-image, she accepts her lifestyle as befitting. This life style may include abuse, poverty, and dependence upon the welfare program. This outlook sets children up to continue in this cycle. By using motivational techniques, the training will help the woman to accept responsibility for her own life. Participants will realize that the present situation is not only a reflection of past experiences, but directly correlates to present and future choices. A personal coach will help to recognize the poor choices that have been made and how to overcome them.

A curriculum designed to improve literacy levels will help the woman to understand the programs available to her, including health and childcare benefits. By understanding this and other programs better, participants will help themselves overcome barriers.

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APPENDIX A
CASE MANAGEMENT

CASE MANAGEMENT MASTER OR CUSTOMER PROFILE

Evaluator: _____ Date: _____
 Participant Name: _____
 Street Address: _____
 City: _____ State: _____ ZIP: _____
 Phone: _____ Message: _____
 DOB: _____ Sex: Female Male Marital Status: Married Single
 Family size: _____ Are you a U.S. Citizen? Yes No
 Are there any other adults living in the household? Yes No
 Are you in the U.S. under Refugee Status? Yes No If yes, what country? _____
 Race/Ethnicity: White Black Asian Pacific Islander American Indian Alaskan
 Other: _____
 Language Spoken: English Spanish Hmong Other: _____
 Interpreter Needed? Yes No
 Highest Grade Completed: _____ Last year attended school: _____
 Have you ever received TANF (W2) assistance? Yes No Number of months: _____
 How long have you lived in the state of Wisconsin? _____ Month/Year arrived: _____

INCOME

Do you or anyone in your household receive any of the following? Yes (Provide amt) No

<input type="checkbox"/> W-2 Benefits \$ _____	<input type="checkbox"/> SSI \$ _____	<input type="checkbox"/> Dislocated Worker \$ _____
<input type="checkbox"/> VA Benefits \$ _____	<input type="checkbox"/> Insurance Benefit \$ _____	<input type="checkbox"/> Students Loans \$ _____
<input type="checkbox"/> Union Benefits \$ _____	<input type="checkbox"/> Maternity Benefit \$ _____	<input type="checkbox"/> Unemployment Comp. \$ _____
<input type="checkbox"/> Rental Property \$ _____	<input type="checkbox"/> Kinship Care \$ _____	<input type="checkbox"/> Pension benefit(s) \$ _____
<input type="checkbox"/> Annuity's \$ _____	<input type="checkbox"/> Foster Care Benefits \$ _____	<input type="checkbox"/> Workman's Comp. \$ _____

Child Support \$ _____ Have you registered with Child Support? _____

Earned Income \$ _____ Source: _____

Does the participant get help from family members? Yes No

Comments: _____

TRANSPORTATION

Do you have a valid driver's License? Yes No

If yes, what type(s):

Wisconsin Out of State Regular operator's Chauffeur's License

CDL Other _____ Restrictions: _____

If no, has your license been suspended or revoked? Yes No

If yes, what date was the suspension? _____

Do you own a Car? Yes No

If yes, do you have insurance? Yes No

If no, how do you usually get where you are going? _____

Comments: _____

CASE MANAGEMENT MASTER OR CUSTOMER PROFILE

Evaluator: _____ Date: _____
 Participant Name: _____
 Street Address: _____
 City: _____ State: _____ ZIP: _____
 Phone: _____ Message: _____
 DOB: _____ Sex: Female Male Marital Status: Married Single
 Family size: _____ Are you a U.S. Citizen? Yes No
 Are there any other adults living in the household? Yes No
 Are you in the U.S. under Refugee Status? Yes No If yes, what country? _____
 Race/Ethnicity: White Black Asian Pacific Islander American Indian Alaskan
 Other: _____
 Language Spoken: English Spanish Hmong Other: _____
 Interpreter Needed? Yes No
 Highest Grade Completed: _____ Last year attended school: _____
 Have you ever received TANF (W2) assistance? Yes No Number of months: _____
 How long have you lived in the state of Wisconsin? _____ Month/Year arrived: _____

INCOME

Do you or anyone in your household receive any of the following? Yes (Provide amt) No

<input type="checkbox"/> W-2 Benefits \$ _____	<input type="checkbox"/> SSI \$ _____	<input type="checkbox"/> Dislocated Worker \$ _____
<input type="checkbox"/> VA Benefits \$ _____	<input type="checkbox"/> Insurance Benefit \$ _____	<input type="checkbox"/> Students Loans \$ _____
<input type="checkbox"/> Union Benefits \$ _____	<input type="checkbox"/> Maternity Benefit \$ _____	<input type="checkbox"/> Unemployment Comp. \$ _____
<input type="checkbox"/> Rental Property \$ _____	<input type="checkbox"/> Kinship Care \$ _____	<input type="checkbox"/> Pension benefit(s) \$ _____
<input type="checkbox"/> Annuity's \$ _____	<input type="checkbox"/> Foster Care Benefits \$ _____	<input type="checkbox"/> Workman's Comp. \$ _____

Child Support \$ _____ Have you registered with Child Support? _____

Earned Income \$ _____ Source: _____

Does the participant get help from family members? Yes No

Comments: _____

TRANSPORTATION

Do you have a valid driver's License? Yes No

If yes, what type(s):

Wisconsin Out of State Regular operator's Chauffeur's License
 CDL Other _____ Restrictions: _____

If no, has your license been suspended or revoked? Yes No

If yes, what date was the suspension? _____

Do you own a Car? Yes No

If yes, do you have insurance? Yes No

If no, how do you usually get where you are going? _____

Comments: _____

CHILD CARE

Are you in need of child-care service? Yes No
 Do you currently have a Child Care Authorization? Yes No
 If yes, please list your provider: _____ Address: _____ Phone: _____
 Is your provider licensed or certified? Yes No
 If no, do you need assistance finding a provider? Yes No

SCHOOL

Please list the number of children under the age of 18 years old in the household.

Name:	Age:	Relationship:	School Name:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Are your children currently attending school? Yes No
 Do they attend regularly? Yes No
 If yes:
 Are any of your children in Special Education Classes? Yes No
 If yes, reason: _____
 Are any of your children having problems in school? Yes No
 If yes, state problem: _____
 Are any of your children involved in Learn-fare? Yes No
 Comments: _____
 If no, are the children:
 Suspended Truant Sick In court system Have other special need

Report cards seen (will help with closing for good standing learn-fare cases) Yes No

LEGAL

Have you ever been convicted on a felony? Yes No
 If yes, give type of conviction, sentence, and dates:

Conviction	Sentence	Month/Year
_____	_____	_____
_____	_____	_____

Are you presently on probation or parole? Yes No
 If yes, please explain: _____
 Probation/Parole Officer's Name: _____ Telephone #: _____
 Do you have any court cases pending? Yes No
 If yes, do you have legal representation? Yes No
 Do you have limitations/stipulations from court? Yes No
 Comments: _____

LIVING ARRANGEMENTS

Is your present living situation adequate/satisfactory? Yes No

If no, please explain: _____

Number of bedrooms: _____

Have you been evicted in the last two years? Yes No

If yes, please explain: _____

Do you need help finding ways to feed your family? Yes No

Comments _____

SERVICES

Are you receiving any of the following types of assistance from another agency:

Unemployment, Safety Services, Wrap-Around, DVR, Birth to Three, Kin-ship

If yes, which Agency: _____ Type of services: _____

Agency: _____ Type of services: _____

Agency: _____ Type of services: _____

DISABILITIES

Do you have a physical or mental condition, learning disabilities, or language barrier that keeps you from being employed? Yes No

If yes, please describe: _____

This condition is: Temporary until _____ Permanent

Do you need some kind of accommodation in order to work? Yes No

If yes, describe _____

Have you ever applied for social security? Yes No

If yes, status of claim _____

What kind of work limitations do you currently have? _____

Are you currently under the care of a doctor? Yes No

List the name, address, phone number, and last appointment date of your doctors and therapists.

Name	Address	Phone	Date
_____	_____	_____	_____
_____	_____	_____	_____

Are you caring for a minor child or an older adult with a disability? Yes No

If yes, please list the individual's name and disability: _____

What is your relationship to the disabled person? _____

This condition is: Temporary until _____ Permanent

What is your responsibility to care for this person? _____

What kind of help would be necessary for you to go to work? _____

Please answer the following questions about yourself with the following codes:

- 0 = Never a problem
- 1 = Problem in the past; Not now

Please list your previous employment for the past 3 years, including volunteer work:

Company Name: _____ Job Title: _____
 Full-Time Part-Time Reason for leaving: _____ Length of Employment: _____
 Start Date: _____ Date Left: _____ Rate of Pay: _____
 Did you collect UC? Yes No Did the employer provide medical benefits? Yes No
 Explain what you did on this job, including tasks performed, machines operated, tools used, and other responsibilities: _____

Company Name: _____ Job Title: _____
 Full-Time Part-Time Reason for leaving: _____ Length of Employment: _____
 Start Date: _____ Date Left: _____ Rate of Pay: _____
 Did you collect UC? Yes No Did the employer provide medical benefits? Yes No
 Explain what you did on this job, including tasks performed, machines operated, tools used, and other responsibilities: _____

Company Name: _____ Job Title: _____
 Full-Time Part-Time Reason for leaving: _____ Length of Employment: _____
 Start Date: _____ Date Left: _____ Rate of Pay: _____
 Did you collect UC? Yes No Did the employer provide medical benefits? Yes No
 Explain what you did on this job, including tasks performed, machines operated, tools used, and other responsibilities: _____

Company Name: _____ Job Title: _____
 Full-Time Part-Time Reason for leaving: _____ Length of Employment: _____
 Start Date: _____ Date Left: _____ Rate of Pay: _____
 Did you collect UC? Yes No Did the employer provide medical benefits? Yes No
 Explain what you did on this job, including tasks performed, machines operated, tools used, and other responsibilities: _____

Company Name: _____ Job Title: _____
 Full-Time Part-Time Reason for leaving: _____ Length of Employment: _____
 Start Date: _____ Date Left: _____ Rate of Pay: _____
 Did you collect UC? Yes No Did the employer provide medical benefits? Yes No
 Explain what you did on this job, including tasks performed, machines operated, tools used, and other responsibilities: _____

What kind of job would you most like to do? _____
 Second choice: _____

APPENDIX B
CURRICULUM

CURRICULUM OUTLINE

I. Objectives

- A. To effectively increase literacy levels in those participants who are Literacy Level 1 or 2
- B. To help participants overcome self-imposed barriers by working with a personal coach
- C. To encourage the acquisition of knowledge of, skills in, and attitudes toward reading and writing based on needs and problems of participants.
- D. To create awareness among participants concerning the causes of and possible solutions for participants' problems.
- E. To enable participants to be involved in personal development and improve the quality for their own lives and that of their families.
- F. To promote the appreciation and enjoyment of benefits and opportunities acquired through mastering of skills necessary to become self sufficient.
- G. To read materials necessary to participants' daily lives.
- H. To express both oral and written ideas logically and be able to share such ideas with others.
- I. To demonstrate ability to identify and look for ways to solve problems faced by participants.

II. Activities

- A. Enroll in a free literacy program located in the geographical region of participants' homes.

- B. Meet with a personal coach three (3) times a week, more if the participant requests additional assistance.

III. Time Allocated

<u>Activity Time</u>	<u>Time Allocated</u>
A. Choice of Literacy Program	20-30 hours per week
B. Counseling with Personal Coach	3 hours per week