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## The Year 2001 in Review

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On September 11, 2001, a massive terrorist attack hit New York City and the Pentagon in Washington, DC. Understandably, in the midst of all the carnage and concern for the security of the United States, and in the wake of the huge decline in the nation's economy that followed the attack, adult education and literacy development took a back seat alongside other domestic interests as the government focused on the need to protect and defend the nation. Although nothing could approach the devastating effects of the terrorist attacks on the nation, the year 2001 was difficult for the adult education and literacy field in other ways too.

### **CHALLENGES TO THE FIELD**

The field encountered three major challenges in 2001. First, a report from the National Center for Education Statistics (NCES) captured the attention of the media by raising questions about the findings of the National Adult Literacy Survey (NALS) and the scale of need for adult literacy education in the United States. Next, the National Reporting System (NRS) revealed major operating problems within the Adult Education and Literacy System (AELS)—that is, with those programs that receive part or all of their funding under the provisions of the Workforce Investment Act of 1998 (Title II

of the Adult Education and Family Literacy Act of 1998; U.S. Congress, 1998). Finally, strong advocacy overrode a White House proposal that would have led to an inflation-adjusted decrease in federal funding for the AELS.

### **NALS Findings Questioned**

NALS was a door-to-door survey of information-processing skills involving literacy tasks of a representative sample of adults in the United States in 1992 (Kolstad, 2001). Researchers developed and administered three different literacy scales for the NALS: Prose, Document, and Quantitative. On each scale, adults were assigned to five different literacy levels, with Level 1 indicating a low level of literacy and 5 indicating a high level of literacy. An individual's assignment to a given level was based on his or her having an 80% ( $p = .80$ ) chance of being able to perform the average task at that level. According to this guideline, using the prose scale, some 20% of adults were placed in Level 1, and 27% were placed in Level 2—the two levels considered by the researchers to represent adults with poorly developed literacy skills. Similar findings were obtained on the Document and Quantitative scales.

In January 2001, the NCES published a final technical report on the NALS (Kolstad, 2001). In chapter 14, Andrew Kolstad, original project director for the NALS at the NCES, reversed an earlier position that he had supported and challenged the accuracy and hence the validity of the 80% standard, stating that a 50% standard produces the fewest errors when determining the likelihood that people may or may not be able to perform literacy tasks. In an article (Mathews, 2001) in the *Washington Post* on July 17, 2001, Kolstad confirmed the findings of the NCES final technical report and concluded that large numbers of adults cited as having poor literacy skills and placed in Level 1 or 2 of the NALS had likely been characterized incorrectly by the use of the 80% standard; they could perform more literacy tasks both within and above their assigned level than was previously thought.

The NCES report thus questioned the findings of the NALS and other reports (e.g., the International Adult Literacy Survey [IALS]) that rely on its assumptions about the percentage of the population in each level. Consequently, continued use of NALS or IALS data to indicate the scale of need for literacy education among adults in the United States and other nations poses a challenge: On what basis can the question of how many adults lack adequate literacy skills be answered? Perhaps the National

Assessment of Adult Literacy scheduled for 2002 will address the limitations of the NALS identified by Kolstad and provide suitable data to meet the challenge of how to state more accurately the scale of need for adult literacy education.

### **Enrollment and Quality Assurance in Doubt**

The NRS was established by the U.S. Department of Education (DOE), Office of Adult and Vocational Education, Division of Adult Education and Literacy, to collect data required by the Adult Education and Family Literacy Act of 1998. Following extensive technical assistance to the states and valiant efforts by state and local practitioners to implement the requirements of the NRS, data for the first full year of implementation (2000) have revealed two troublesome aspects of AELS operation.

Most troublesome was the continuation in 2000 of a trend in the decline in the numbers of adults enrolled in the AELS. In 1997 enrollments were around 4.1 million. In 1998, when the Adult Education and Family Literacy Act became law and the NRS, with its strong emphasis on the use of standardized tests for measuring learning gains, was implemented, enrollments started to drop. In 1999 they fell by 500,000, to 3.6 million (Sticht, 2002), and in 2000 they fell by an additional 700,000, to around 2.9 million (Pugsley, 2001b). This means that in a period of just 3 years, enrollments in the AELS fell from a high of 4.1 million in 1997 to 2.9 million in 2000, a figure similar to the enrollments of 2.879 million in 1985. If these figures are real and not just the result of more accurate accounting procedures in the NRS, then they represent a loss of more than 1 decade's worth of progress in encouraging adults to access and enroll in the AELS. At this writing, no official explanation for the decline has been found.

Another troubling aspect of the 2000 data from the NRS concerns quality assurance. Although states and territories made significant efforts to institute the NRS accountability system and most met or exceeded the quality performance targets established with the DOE for the first year of their 5-year goals, the targets were somewhat low. According to Ron Pugsley, director of the DOE's Division of Adult Education and Literacy, "Many of the performance targets negotiated with the department tended to be at the low end of the spectrum this first year" (Pugsley, 2001a). This may reflect caution on the part of state officials in setting their performance goals, as there was concern that if goals were not reached, reductions in program funding would follow. Whatever the reason, this finding raises important questions about the way that performance targets for the AELS

are determined across the country and the way that high-stakes NRS requirements to show continuous improvement may affect the establishment and achievement of these targets.

### **Marginal Increase in Federal State Grant Funds**

As already noted, the AELS includes those programs across the nation that receive funding in the form of state grants (Title II of WIA; U.S. Congress, 1998) authorized by the Adult Education and Family Literacy Act. In April 2001, President George W. Bush, son of Mrs. Barbara Bush, one of America's greatest advocates and supporters of adult literacy education, submitted a request for fiscal year 2002 funding for the AELS of \$540 million, the same amount allocated for fiscal year 2001. This may foreshadow a policy of doing more with the same resources in response to projected deficits for the federal government in the wake of the September 11 attacks. But adjusted for inflation, the president's request amounted to a proposed decrease in funding, suggesting that the AELS do more with less.

In September, when Congress reconvened after the summer recess, the field initiated lobbying efforts to see if Congress could be persuaded to increase fiscal year 2002 funding over what the president had requested. Given the impact of the terrorist attacks on the federal budget, in which projections of surpluses were transformed into projections of deficits, many adult literacy educators did not expect additional funding.

Thanks to the intensive lobbying efforts of the National Coalition for Literacy (NCL) and others, however, Congress finally approved a \$35 million increase in the state grants for the AELS. Although the total budget remains far less than the \$1 billion the coalition had been hoping for (National Institute for Literacy, 2000), it nonetheless amounted to an inflation-adjusted increase of some 4% in purchasing power.

### **Deadline for the Change in the Tests of General Educational Development (GED)**

The GED test battery was developed in 1942 to give military personnel whose armed service had prevented them from completing high school an opportunity to demonstrate that they possessed academic skills and knowledge comparable with those who had completed high school. Since their early use by the military, the GED tests have been extended for use by any adult without a high school diploma in the United States and Canada, and

more than 15 million adults have used the tests to qualify for secondary education or jobs requiring a high school level of education. (See Online Resources at the end of this chapter for more information on the GED tests.)

To keep the GED tests up-to-date in terms of the changes that take place in secondary school curricula, they are revised from time to time. Most recently, the 1988 series of GED tests was revised to form a new version that became effective on January 1, 2002. This placed a huge strain on the adult secondary education field, as students who had started studying for the 1988 version of the GED needed to complete the tests by the end of 2001. Many state adult education offices across the country took various strategies to get adults to finish the 1988 version of the GED by December 31, 2001. In Ohio an 18-month program called Get Ready, Get Set, Get Your GED brought in more than 2,000 students in the first 6 months of the campaign. The Kentucky legislature provided \$2.5 million to promote the GED with the slogan “Education Pays,” and other special activities took place in other states.

The payoff for these extensive efforts to have adults complete the 1988 series of tests came in the form of the more than 1,069,899 adults worldwide who took one or more of the five 1988 GED tests in 2001. This was a 31.1% increase over comparable data for the year 2000. On January 1, 2002, the new GED test battery became operational.

## ADVANCES IN THE FIELD

Despite the pervasive uneasiness in the nation and the difficulties just discussed, several activities undertaken by adult students, volunteer literacy organizations, health literacy advocates, adult literacy providers, and new national and international organizations held out hope for the field.

### **The Voice for Adult Literacy United for Education (VALUE) Leadership Institute**

Moving to have a larger impact on adult education policy and practice, VALUE, the nationwide organization of adult literacy students, held a national Adult Learner Leadership Institute in Columbus, Ohio, July 19–21, 2001. The conference provided a forum for recognizing adult learners who had taken leadership positions in various states to advocate for adult literacy education and to train others to take leadership positions in their states. In a post-conference report, Archie Willard, president emeritus of

VALUE, noted that of the 140 people attending the meeting, 107 were adult learners from 29 different states (Willard, 2001).

Willard went on to note that the New Readers organization in Iowa had undertaken to meet with Iowa Secretary of State Chet Culver to increase the involvement of his office with adult literacy education and that Rhode Island had put in place a bill of rights for adult learners that could serve as a model for other states. Willard also emphasized how important it is for adult learners to have a say in adult literacy education policy, practice, and advocacy activities, citing the life experiences that only they can bring to the table. He concluded with a call to action for adult learners: “As taxpayers and voters, let’s see that the Adult Education and Literacy System of the United States is properly funded and that it is regarded as an important part of our education system.”

### **Merger of Laubach Literacy International (LLI) and Literacy Volunteers of America (LVA)**

In a move that will have a major impact on adult literacy education practice, two of the oldest and largest volunteer literacy organizations in the United States—LLI, founded by Dr. Frank C. Laubach in 1955, and LVA, founded in 1962 by Ruth Colvin—announced on May 21, 2001, their intention to merge. The combined organization will support programs providing literacy services for some 225,000 adult learners through a national network of approximately 160,000 volunteers and 1,450 local, state, and regional literacy providers.

In May 2001, the boards of each organization signed a Memorandum of Understanding that combined the operations of LLI and LVA and located the new literacy organization at Laubach Literacy’s headquarters in Syracuse, New York. The agreement stipulated that the national governing board of the new organization has a maximum of 26 members and that at least 1 is an adult literacy student. In late 2001, the new organization resulting from the merger was named ProLiteracy Worldwide and was scheduled to begin operation in 2002. (See Online Resources at the end of this chapter for more information on ProLiteracy Worldwide.)

### **Health Literacy Initiatives**

Health literacy is a subspecialty of the adult education and literacy field that has been around for at least a quarter century but grew rapidly in the 1990s. Broadly concerned with communication, health literacy deals with

issues such as the readability of written materials conveying health information, alternative media for communicating health information, patient and physician or other health provider communication, special problems of low English proficient adults in health communications, and the provision of language and/or literacy education in the context of health-related information. During 2001, two major activities took place to advance the health literacy field.

The first activity was the symposium called Health Literacy: Implications for Seniors, sponsored by the DOE in August. Its purpose was to develop strategies for helping those older adults and their families with limited basic skills to communicate more effectively with healthcare providers. Contributing to the symposium were federal and state government organizations, including the DOE, the U.S. Department of Health and Human Services, the National Institute for Literacy, and the Georgia State Department of Technical and Adult Education. A number of nonprofit organizations also contributed to the symposium, including the American Medical Association, the National Center for the Study of Adult Learning and Literacy (NCSALL), the National Senior Citizens Education and Research Center, World Education, the Adult Literacy Media Alliance, and the System for Adult Basic Education Support.

The other major activity in health literacy was the celebration of National Health Literacy Month in October. The goal was to help health literacy advocates raise awareness in their communities about the need for understandable health information. Across the United States and Canada, people organized regional health literacy conferences and symposia, contacted local media and political representatives, created new task forces or joined existing partnerships, developed courses on health literacy for professional training, wrote articles for newspapers or in-house newsletters, and organized informational events for the general public to promote the need for understandable health information. (See Online Resources at the end of this chapter for more information on health literacy.)

### **National Literacy Summit 2001, Year 1 Report**

Hoping to influence both policy and practice in adult literacy education, members of the National Coalition for Literacy (NCL) and others convened in Washington, DC, in September 2000 and released the report, *From the Margins to the Mainstream: An Action Agenda for Literacy* (National Institute for Literacy, 2000). The agenda outlined 76 specific recommendations aimed at achieving the following goal: “By 2010, a system of high

quality adult literacy, language, and lifelong learning services will help adults in every community make measurable gains toward achieving their goals as family members, workers, citizens, and lifelong learners” (p. 1).

During the next 12 months, the NCL took the lead in implementing the action agenda. On September 7, 2001, the NCL celebrated the first anniversary of the initiative as part of International Literacy Day in Washington, DC. Another report was released, this one announcing that during the year more than 25,000 copies of the agenda had been distributed, and that 69 local, state, and national organizations had made 163 commitments to achieving 1 or more of the 76 goals. The NCL also drafted legislation once again calling for Congress to appropriate \$1 billion in state grants as the federal share of funding for the AELS. Plans for Year 2 included the continued pursuit of commitments to the achievement of the 76 action steps, advancement of the federal legislative proposals drafted in Year 1, and facilitation of actions at the local level that would have an impact at the national level.

### **New Organizations for Adult Education and Literacy**

Four new organizations were formed in 2001 to advance the cause of adult education and literacy policy and practice in the United States.

One is the International Literacy Network (ILN), which consists of 21 national and international organizations and aims to advocate for literacy development across the life span. To that end, it sponsored events on September 8, 2001, International Literacy Day, in Washington, DC, that included the launch of a new national directory of literacy providers. (See Online Resources at the end of this chapter for more information on the ILN.)

Midyear, the Council for Advancement of Adult Literacy (CAAL) announced its formation to provide an “independent new national voice for adult literacy in the U.S.” Start-up funding was provided by Harold W. McGraw, Jr., who in the mid-1980s provided the initial support for the Business Council for Effective Literacy, which played a seminal role in transforming the Adult Education Act of 1966 into the National Literacy Act of 1991 (U.S. House of Representatives, 1991). (See Online Resources at the end of this chapter for more information on CAAL.)

On October 9, 2001, the National Technology Laboratory (NTL) was formed at the National Center on Adult Literacy at the University of Pennsylvania. With a grant of \$2.4 million from the DOE, the new lab, tentatively



called TECH.21, will “serve as a hands-on, virtual research-to-practice and dissemination system for high quality applications for adult education” (press release). (See Online Resources at the end of this chapter for more information on the NTL.)

At the beginning of the year, the William F. Goodling Institute for Research in Family Literacy was established at Pennsylvania State University with a \$6 million federal appropriation. The institute aims to improve family literacy education through research and its application to practice and professional development. In October 2001 the institute sponsored a meeting of literacy providers to develop a research agenda for family literacy. A report of the agenda was planned for 2002.

## **DEVELOPMENTS INFLUENCING PRACTICE**

Major activities during the year were aimed at advancing the practice of adult literacy education, particularly in the areas of reading instruction and the teaching of English to speakers of other languages.

### **Evidence-Based Principles for Adult Basic Education Reading Instruction**

In 2000, a Reading Research Working Group (RRWG) was formed to identify, evaluate, and report existing research that could inform adult reading instruction. The RRWG was sponsored by the National Institute for Literacy (NIFL) in collaboration with NCSALL. It represented a part of NIFL’s efforts to provide educators, parents, and others with access to scientifically based reading research, including research-based tools for improving literacy programs and policies for children, youth, and adults, through the National Reading Excellence Initiative.

In late 2001 the group released two reports. One report focuses on principles that can be derived from the research and maps out a research agenda for the future. The other focuses on instructional practices that can be drawn from the existing research base.

In its work, the RRWG reviewed research on alphabetics (or decoding), fluency, vocabulary, comprehension, and computer technology. The group identified four categories of information based on the research reviewed. *Principles* are findings representing the strongest statements that could be made about adult reading instruction and are based on findings from two

or more experimental studies and any number of nonexperimental studies. *Trends* are findings based on fewer than two experimental studies. *Ideas* for adult reading instruction are based on the review of reading instruction research at the K–12 level conducted and reported by the National Reading Panel. *Comments* are weaker, less conclusive findings from the K–12 research.

The RRWG reports cover a wide range of reading research categorized as pertaining to assessment or instruction. With these new reports, practitioners have access to information that can be used to develop evidence-based programs of adult literacy education. In addition, NIFL, NCSALL, and others will be able to draw on the RRWG reports to establish and conduct research projects that will further inform the practice of adult reading instruction.

### **English for Speakers of Other Languages (ESOL)**

Over the years, ESOL has emerged as the major activity in the AELS. In 1980, 19.2% of AELS enrollments were in ESOL. In the 15-year period between 1980 and 1996, ESOL enrollments rose to more than 38.6%, an increase of more than 100% (Sticht, 1998, pp. 4–5). By 1999 ESOL students made up almost half (47%) of AELS participants (Tolbert, 2001). Responding to this increase in ESOL learners, several agencies sponsored activities during 2001 concerning instruction in English, literacy, and civics education for adult students enrolled in ESOL programs.

In February, the National Center for Language Education (NCLE) convened a meeting with representatives of labor unions, the DOE, and NCSALL. Meeting attendees explored the extent of the need for adult ESOL instruction in the United States, the importance of cultural pluralism in ESOL instruction, the need to work with disabled learners in the ESOL community, and other topics aimed at improving the ESOL field through research and professional development. (See Online Resources at the end of this chapter for more information on the NCLE meeting’s final report, *Adult ESL in the New Millennium*.)

In August NIFL published the report, *English Literacy and Civics Education for Adult Learners* (Tolbert, 2001). The report provides an overview of federal legislation for ESOL and civics instruction, a historical perspective on ESOL instruction in the United States, a brief survey of current instructional approaches used with the ESOL learner population, and a

profile for each of 12 demonstration projects funded by the DOE. It also includes a number of Internet resources for information on ESOL.

In September some 100 ESOL teachers met in Washington, DC, at a national symposium on adult ESOL research and practice. The symposium was sponsored by the U.S. DOE Division of Adult Education and Literacy, the NCLE, and the Smithsonian Institution.

According to a brief note about the symposium from the division's director, Ron Pugsley, "Teachers joined in discussions of challenges they face in adult English literacy instruction and compared their 'real world' experiences with findings presented by nationally known researchers on what works in teaching limited English-speaking adults and how adults learn English." (See Online Resources at the end of this chapter to access Pugsley's note.)

The importance of ESOL instruction to the future of the AELS is indicated by U.S. Census projections indicating that over the next 50 years the number of foreign-born persons in the United States could increase from 26 million to more than 53 million (Tolbert, 2001, p. 16). This suggests that ESOL will continue to be a major component of AELS's educational activities, along with adult basic and adult secondary education, in the first half of the 21st century.

## **DIRECTIONS IN RESEARCH**

During the year NIFL (2001) published *A National Plan for Research and Development in Adult Education and Literacy*. This report resulted from a joint project of NIFL, NCSALL, and the U.S. DOE Division of Adult Education and Literacy. It calls for research on (a) adult learning, recruitment, and persistence; (b) the types of instruction that work best; (c) learner assessment and program evaluation; (d) staff development; and (e) policy and structure. The last refers to the fact that adult education programs are often constrained to some extent by the structure of the service delivery system in which they operate and the policies that govern that system. Research on policy and structure deals with the ways in which a delivery system as a whole can better respond to student needs.

In August 2001 the Partnership for Reading, consisting of representatives from the DOE, NIFL, and the National Institute of Child Health and Human Development, convened a meeting of researchers, practitioners, and policymakers to assess the current state of knowledge about effective approaches to improving the literacy skills of adults and about the role of

family literacy services in providing parents with the knowledge and skills they need to support their children's literacy development. The report on the meeting called for "a program of systematic, programmatic, multi-disciplinary research to determine the most effective instructional methods and program organizational approaches for both adult literacy programs and family literacy programs." It noted the following needs:

To increase understanding of the specific cognitive, sociocultural and instructional factors, and the complex interactions among these factors, that promote or impede the acquisition of English reading and writing abilities within adult and family literacy programs and activities. There is also a clear need for these fields to increase the methodological rigor of research studies, building on existing information where that information both can be substantiated and provides a solid, credible foundation. Research studies and programs are needed that will contribute scientific data that bear directly on a number of public policy issues and instructional practices directly related to programs in adult literacy and family literacy.

On September 28, 2001, the National Academy of Sciences, Division of Behavioral and Social Science and Education, posted an Internet message announcing the formation of the Workshop on Alternatives for Assessing Adult Education and Literacy Programs. Sponsored jointly by the DOE Division of Adult Education and Literacy and NIFL, the 9-month project brings together a group of persons knowledgeable about alternative methods for evaluating adult education and literacy programs. Through discussions among the workshop participants, a literature review, and a survey of NIFL state efforts and projects (i.e., the Equipped for the Future [EFF] project), the workshop aims to develop and report information about alternatives to standardized tests for evaluating the learning outcomes of adult education and literacy programs. This report should serve to stimulate further research and development on assessment in the AELS. (See Online Resources for more information on the EFF workshop and project.)

### **Founding of First Lab Schools for Adult Education**

In a first for the field of adult literacy education, NCSALL established in mid-2001 two laboratory schools to provide stable environments for conducting high-quality research; facilitate close collaborations between researchers and practitioners; allow for systematic innovation, experimen-

tation, and evaluation of promising new instructional methods, materials, and technologies; and create knowledge that improves the field's understanding of adult learning and literacy and improves practice.

One of the lab schools is located at Portland State University and is called The Lab School: A National Labsite for Adult ESOL. With Dr. Stephen Reder as lead investigator, the lab school will conduct classroom-based research and professional development in adult ESOL education.

The second lab school is called The National Labsite for Adult Literacy Education and is directed by Dr. Hal Beder. The labsite is formed by a partnership between Rutgers University and the New Brunswick Public Schools Adult Learning Center. The aim is to provide a place where researchers and practitioners can work in partnership to create knowledge that enhances the field's understanding of adult learning and the improvement of practice in literacy education for native language speakers. (See Online Resources for more information on NCSALL's lab schools.)

## TRANSITIONS

Director Andrew Hartman departed the National Institute for Literacy for a new position in a nonprofit organization located in the western part of the nation. Prior to assuming his position at NIFL, Hartman worked for Congressman William F. Goodling and played a key role in drafting the legislation for Even Start. Sandra Baxter is serving as acting director until a new NIFL governing board is put in place and a permanent director is found. Baxter directed the National Reading Excellence Initiative at NIFL prior to assuming the position of acting director.

In the DOE, Carol D'Amico was appointed by the White House and confirmed by the Congress as assistant secretary of Education for Vocational and Adult Education. Prior to her appointment, D'Amico served as dean for workforce development at Ivy Tech Community College of Indiana. She has also worked as a policy and planning specialist for the Indiana Department of Education and a senior program analyst for the Indiana General Assembly. She has taken the leadership role in the Preparing America's Future initiative in the DOE Office of Vocational and Adult Education, which includes among its goals that of improving the literacy and English fluency of underserved Americans.

Finally, it is difficult to find words to express the great loss to the field of Malcolm Knowles, who died at age 84 from a stroke at his home in Fayetteville, Arkansas, on Thanksgiving Day. From his organizational work

as the first executive director of the Adult Education Association of the United States (now the American Association for Adult and Continuing Education) to his development of the theory of andragogy in adult learning, Knowles arguably contributed more to the development of the professional field of adult education than anyone else in the 20th century. Fortunately, his legacy lives on in the 21st century through the seminal publications he wrote and the work of thousands of adult educators who have studied and learned from his work.

## CONCLUSION

Overall, the year 2001 was a sad one for the nation, including the adult education and literacy field. Many ESOL students of Arabic backgrounds or of the Islamic faith felt threatened and bewildered by the bombardment of news about terrorism, causing additional stress among teachers already stretched to the breaking point to serve the million-plus ESOL students with very limited resources. On adult education and literacy Internet electronic mailing lists, teachers and students alike sought ways to cope with the aftermath of September 11.

The hopes for significant increases in federal resources for the Adult Education and Literacy System fell by the wayside as projected surpluses in the federal budget turned to projected deficits. For this reason, even the small, inflation-adjusted increase in purchasing power of 4% for the AELS was unanticipated and greatly appreciated. Congressional delays in passing the education budget left administrators and those who rely on federal funds for their work wondering what they would be able to do in the coming year.

This mostly dreary report notwithstanding, there were encouraging signs for the future of the field. New organizations sprang up to help advance the field; national, state, and local events to advocate for adult education and literacy were pursued with as much optimism as could be mustered under the circumstances; new research pointed toward new practices in reading and ESOL instruction; and various agencies actively pursued a literature review and planning mode that resulted in new plans for research and the improvement of practice in the coming years. All of this suggests that if things change for the better—that is, if adequate resources become available for public awareness, educational provision, staff development, research, dissemination, and development—a more positive note may be sounded in the year in review for 2002.

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## ONLINE RESOURCES

Additional information on the following subjects can be found at the Web sites listed.

CAAL: [www.caalusa.org](http://www.caalusa.org)

EFF project: <http://www.nifl.gov>

GED tests: [www.gedtest.org](http://www.gedtest.org)

Health literacy: [www.healthliteracy.com](http://www.healthliteracy.com)

ILN: [www.theiln.org](http://www.theiln.org)

NCLE, *Adult ESL Practice in the New Millennium*: [www.cal.org/ncele/millennium.htm](http://www.cal.org/ncele/millennium.htm)

NCSALL: <http://ncsall.gse.harvard.edu>

NTL: [www.literacyonline.org](http://www.literacyonline.org)

Partnership for Reading: [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

ProLiteracy Worldwide: [www.proliteracy.org](http://www.proliteracy.org)

Pugsley, Ron, on ESOL September 2001 symposium: [www.literacy.nifl.gov/nifl-nla/2001/1000.html](http://www.literacy.nifl.gov/nifl-nla/2001/1000.html)

William F. Goodling Institute for Research in Family Literacy: [www.ed.psu/goodlinginstitute/about.asp](http://www.ed.psu/goodlinginstitute/about.asp)

Workshop on Alternatives for Assessing Adult Education and Literacy Programs: <http://www4.nas.edu>