8-2015

Measuring the Adult Literacy Rate in English: The Case of the Grand Rapids West Hope Zone

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A Thesis Submitted to the Graduate Faculty of

GRAND VALLEY STATE UNIVERSITY

In

Partial Fulfillment of the Requirements

For the Degree of

Master of Education

Literacy Studies and TESOL

August 2015

Acknowledgments

I am grateful for the encouragement, advice, patience, and constructive criticism of my thesis committee, Professors Nagnon Diarrassouba, Chasity Bailey-Fakhoury, and Julien Kouame. Much thanks to Sango Otieno and his team at the GVSU Statistical Consulting Center, the Calvin College Center for Social Research, and Jeremy Pyne at the GVSU Johnson Center for Philanthropy--Community Research Institute for providing me with statistical support.

I am indebted to Jess Hart for helping me with data input in addition to providing me with support and feedback throughout the duration of completing this project, as did Kristin Brace, Dan Drust, and Jenny VanderBoon Knol.

Finally, I am thankful for the support I received from the Grand Rapids West Hope Zone community, especially from the Hispanic Center of Western Michigan for translating my documents and from Sue Garza, Monica Zavala, and Javier Cervantes at the Cook Library Center for welcoming me, preparing a space for the study, recruiting subjects, and interpreting for me throughout the summer and fall of 2014. I would also like to thank Burton Elementary School, Cesar E. Chavez Elementary, Grand Rapid Community College Leslie E. Tassell M-Tec Center, Kent School Services Network, LINC Community Revitalization, Literacy Center of West Michigan, Roosevelt Park Ministries, Roosevelt Park Neighborhood Association, Steepletown Neighborhood Services--Plaza Comunitaria, United Church Outreach Ministry, and Wellspring Lutheran Services Pailalen Parent Training program for providing feedback, recruitment, and offering space for the study. A special thanks goes to Michelle Jokisch Polo of El Vocero Hispano and Gema Lowe of Radio LaMejorGR.com.

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Abstract

Research efforts in identifying adult literacy rates have for the most part focused on national and international contexts. Conversely, there has been little to no research conducted on neighborhood literacy rates in medium size cities. The purpose of this study was to identify the adult literacy rate in the West Hope Zone, a neighborhood in Grand Rapids Michigan. The major findings reveal that the English illiteracy rates are higher than the most recent estimations by the National Adult Literacy Survey. Adults who attended college, regardless of the language, had more literacy skills and knowledge than those who had a high school diploma or did not graduate from high school. Native speakers of English developed more English literacy skills and knowledge than non-native speakers of English. Based on these findings the author recommended that literacy development efforts be focused on concurrent bilingual programs. Similarly, the author suggested that systematic studies are needed to identify literacy rate and implement literacy programs in neighborhoods within medium and large cities.

Keywords: adult literacy, neighborhood literacy, literacy rate, , prose literacy, document literacy, profile approach, socio-cultural perspective, native speakers of English, nonnative speakers of English

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Chapter 1: Introduction

Problem Statement

Because of demographic changes in the last decade in the Grand Rapids West Hope Zone, it is necessary to update literacy programs through a systematic analysis of needs.

Importance of the Problem and Rationale for the Study

In 2004, Mayor George Heartwell set out to make Grand Rapids, Michigan a "community that reads" (2004, State of the City Address). He announced that his office would fully support the emerging Greater Grand Rapids Reads, an initiative and coalition, to achieve its goal of lowering the adult illiteracy rate from 21 percent. He committed to helping develop a sustainable strategic plan for the coalition and to involve Dr. Juan Olivarez, an appointee of President George W. Bush on the National Institute for Literacy Advisory Board. Heartwell also planned to work with Governor Granholm and other mayors to advocate for a larger share of federal dollars for state and local literacy initiatives.

Eleven years later, Heartwell announced that he would continue to support the Community Literacy Initiative, formerly known as Greater Grand Rapids Reads, in its efforts to cut the illiteracy rate in half (State of the City Address, 2015). He failed to share new adult literacy data with the audience at the State of the City Address, not by any fault of his own, but because no new information was available. In fact, the most recent adult literacy information that addresses city-level data is from the 1992 National Adult Literacy Survey (NALS).

When Mayor Heartwell first committed to making Grand Rapids a reading community, he did not specify in which language reading was to improve, and by default, it is assumed that Grand Rapids was to become a community of readers in English. The problem, in terms of

promoting literacy awareness and identifying neighborhood level program needs, is that the demographics of the community he was referring to were much different than they are today. Among other changes from 1990 to 2010, the percent of population that identified as Hispanic or Latino increased by 10.6 percent in Grand Rapids (See Table 1) (United States Census Bureau as cited by the Community Research Institute, 2015). As the Hispanic or Latino population increases in the community, it is likely that the percent of native Spanish speakers and readers increases as well. So for a neighborhood like the Grand Rapids West Hope Zone (WHZ), the target neighborhood for this study, where 71.2 percent of the resident population identifies as Hispanic or Latino, the "community that reads" is apt to look different than in other neighborhoods because residents might read in Spanish but not in English, vice versa, or in both languages. This dynamic has not been formally acknowledged in previous literacy surveys or in Grand Rapids initiatives thus far. Since we know that L1 literacy supports L2 literacy, it is important to recognize L1 abilities when collecting literacy data. Additionally, the most current adult literacy data about Grand Rapids does not tell the whole story; each neighborhood is unique and requires customized solutions to literacy development. Therefore, additional investigation in each neighborhood is needed to understand current literacy-specific needs.

Table 1.

Percent Hispanic or Latino in Grand Rapids, Michigan and West Hope Zone

Year	Grand Rapids, Michigan	Grand Rapids West Hope Zone
1990	5.0%	--
2000	13.1%	67.5%
2010	15.6%	71.2%

U.S. Census Bureau, Census 1990 Summary File (SF1) as cited by CRI (2015)
U.S. Census Bureau, Census 2000 Summary File (SF1) as cited by CRI (2015)
U.S. Census Bureau, Census 2010 Summary File (SF1) as cited by CRI (2015)

Background of the Problem

Literacy bestows human, political, cultural, social, and economic benefits on individuals, communities, families, and nations (UNESCO, 2006). Low levels of literacy become a constraint on poverty. Powell (2008) suggests addressing constraints on poverty through a systems approach called Targeted Universalism, a strategy that uses targeted strategies to reach universal goals (2008). According to Powell, "universal policies that are nominally race-neutral and that focus on specific issues such as school reform will rarely be effective because of the cumulative cascade of issues that encompass these neighborhoods". Studying one of the issues, in this case literacy, on a neighborhood level will contribute to customized interventions that are sensitive to structural dynamics of opportunity, raising the literacy levels within the neighborhoods and ultimately throughout the entire city of Grand Rapids.

According to the 2000 and 2010 United States Census Bureau, the demographics throughout the nation have been shifting. In particular, the Hispanic or Latino population is projected to continue to grow, increasing the number of native Spanish speakers and readers. During those ten years, whereas the White population decreased by 2.7 percent, the Hispanic or Latino and Black populations increased respectively by 3.8 percent and 3 percent. In Michigan, the percent of the population that identified as Hispanic or Latino increased by 1.1 percent, in Kent County by 2.7 percent, and in Grand Rapids by 2.5 percent (U.S. Department of Commerce, 2014). This increase in the Hispanic or Latino population, many of whom speak and read in Spanish, demands attention to studying both English and L1 adult literacy.

The reason neighborhood-level adult literacy data is particularly important in Grand Rapids at this time is that there are disproportions of some racial/ethnic groups in parts of the city compared to the overall distribution of the population. In the Grand Rapids West Hope Zone

(WHZ), for instance, 71.2 percent of the population identifies as Hispanic or Latino, as compared to 15.6 percent and 9.7 percent in Grand Rapids and Kent County respectively (Community Research Institute, 2015). If decisions about literacy programs are made looking solely at the Grand Rapids and Kent County demographic data, there is the potential that the WHZ Hispanic or Latino-specific needs, such as English language classes or Spanish literacy classes, could be overlooked. By drilling down to the neighborhood level, decisions about programming and services are more likely to fit current needs.

The most recent data address English literacy rate estimates for the United States, Michigan, and Kent County, but certainly do not address Grand Rapids city or neighborhood-level information. According to the 2003 National Assessment of Adult Literacy, up to 14.5 percent of adults in the United States of America, 11.0 percent of adults in Michigan, and 14.6 percent of adults in Kent County are lacking basic prose literacy skills (BPLS) (NCES, 2005). According to the same study, higher levels of education corresponded to higher literacy levels. A person who is described as lacking BPLS lacks the "skills necessary to perform necessary and everyday activities" (refer to Appendix F for NAAL level descriptors) (NCES, 2005, p. 15). Adults who were not able to take the assessment because of a language barrier were included in the indirect English literacy estimates listed above (NCES, 2015). Grand Rapids city-level information was reported by the national study that preceded the NAAL, the 1992 National Adult Literacy Survey (NALS). NALS reported that 21 percent of the Grand Rapids adult population was at Level 1 Literacy (refer to Appendix E for NALS level descriptors), a synthetic estimate with a 95 percent confidence interval larger than + or – 5 points (National Institute for Literacy, 1998). Additionally, the Community Research Institute – Johnson Center for

Philanthropy has contributed to the body of adult literacy research. A 2005 CRI phone survey revealed that 84 percent of Kent County residents perceived that they read English very well.

Thus far, neighborhood-level adult literacy has never been measured in Grand Rapids, Michigan. The information is needed, especially in the West Hope Zone, to understand the landscape of adult literacy, taking into account residents' L1 literacy, and to build programs that can help raise up the community's levels of reading and writing that correspond to or exceed that of the rest of the region.

Statement of Purpose

The purpose of this thesis research is to identify the adult literacy rate in the Grand Rapids West Hope Zone. The end goal of the study is to provide data that both policy makers and literacy stakeholders can use to advocate for targeted services and programs in and out of schools.

Research Questions

This study addresses the following research questions: 1). What is the overall adult English literacy rate in the Grand Rapids West Hope Zone? 2). What is the adult literacy rate in English for native and non-native speakers in the Grand Rapids West Hope Zone? 3). What factors influence the adult English literacy rate for nonnative speakers of English in the Grand Rapids West Hope Zone?

Hypotheses

1. The overall English illiteracy rate in the Grand Rapids West Hope Zone will be higher than the most recent estimations for the city of Grand Rapids as a whole.
2. Native speakers of English will reveal a higher literacy rate in English than nonnative speakers of English in the Grand Rapids West Hope Zone.
3. Nonnative speakers of English with higher levels of income and education will report similar or higher levels of English literacy than native speakers of English.

Design, Data Collection and Analysis

Research Design and Rationale

A quantitative research design that incorporated a correlational case study was used to test the hypothesis. This method was chosen with the hope that a later qualitative study might provide follow-up information to supplement the literacy rate data collected by this study. Before conducting the preliminary research, Grand Valley State University's IRB committee approval was obtained (Appendix A).

To begin the study, I facilitated a discussion group at the Literacy Center of West Michigan with WHZ stakeholders and adult literacy experts to discuss recruitment strategies, survey questions, and foreseeable harms to the WHZ community (Appendix B). All literacy providers, identified by the Community Literacy Initiative of the Literacy Center of West Michigan, including schools located in the West Hope Zone were invited to the focus group and were asked to invite key stakeholders. Participating organizations included Literacy Center of West Michigan, Roosevelt Park Ministries, Steepletown Ministries, Kent Intermediate School

District, Hispanic Center of Western Michigan, Well Spring Lutheran Pailalen Program, and Grand Rapids Community College. Many group participants offered their organizations as research sites.

Two types of instruments were used to collect data. The first of these instruments was the Comprehensive Adult Student Assessment System (CASAS) Form 80 Reading Appraisal, designed to test prose and document literacy tasks. This tool was chosen because it is the only Michigan state approved adult literacy test that fis designed to assess both native and nonnative speakers of English. The Form 80 Reading Appraisal, a short 25-minute assessment, used for level placement in adult literacy programs, was chosen rather than a full-length assessment. Permission was procured from CASAS to use the Form 80 Reading Appraisal for the study (Appendix C).

I formulated the second instrument, a background questionnaire initially written in English and then translated into Spanish by the Hispanic Center of Western Michigan (Appendices L-M). The survey asked for demographic information as well as literacy-related questions adapted from the Kent County literacy survey conducted in 2005 (CRI). The majority of the literacy-related questions were formatted using a five-level Likert scale.

Official CASAS scoring methods were used to analyze scale scores and adult reading levels (refer to Appendix G for CASAS level descriptors). The reading levels were then compared with answers to survey responses. The T-Test Procedure and the General Linear Model (GLM) Procedure were used within the Statistical Analysis System (SAS) to conduct a correlational analysis between CASAS scores and survey responses. Comparisons between this study's findings and the NAAL/ NALS literacy rates were based on level comparisons derived

by a 1995 GED-NALS comparison study conducted by Baldwin, Kirsch, Rock and Yamamoto (refer to Appendix I).

Study Population and Sampling Procedures

The total population of the West Hope Zone consisted of 6,954 residents, 12.5 percent White, 13.1 percent Black or African American, 0.4 percent American Indian or Alaska Native, 0.2 percent Asian, 0.1 percent Other Race, 2.3 percent Two or more races, and 71.2 percent Hispanic or Latino (CRI, 2015). More than half of the WHZ population reported to speak Spanish at home--62.5 percent--and 36.4 percent spoke English. The majority of the population held no high school diploma--49.8 percent--or high school diploma or GED equivalent only--44.9 percent--as the highest level of education (CRI, 2015). The CRI Community Profile website (2015) reported 27.4 percent of the population was below poverty.

The sample population was comprised of 198 subjects, 14.1 percent White, 17 percent Black or African American, 7.5 percent Other Race, 6.0 percent Two or more races, 42.7 percent Hispanic or Latino, and 13 percent refused to identify a race/ethnicity. Fifty-three percent were native speakers of English and 34 percent were native speakers of Spanish. Other languages represented were Mam and Barawa. The majority of the sample population held no high school diploma--40.7 percent--or high school diploma or GED equivalent only--28.1 percent--as the highest level of education. The majority of the income levels among the sample population fell between $0.00-$10,000 at 38.7 percent and $10,000-$20,000 at 22.1 percent.

Two major sampling methods were used for the selection of the subjects in this study: convenient and reputational sampling and snowballing. All West Hope Zone adult residents were invited and welcome to participate as subjects in the study. A bilingual letter of invitation was

sent to all obtainable resident addresses in the West Hope Zone. The letters of invitation advertised the study and its incentive, a $25.00 Meijer gift card. Additionally, West Hope Zone organizations distributed the bilingual flyers at their sites. An interview was aired in Spanish on a local radio station and an article was published in a local Spanish language news source.

In order for a subjects to be eligible to participate, he/she must be eighteen years old or older and live in the West Hope Zone. Subjects were asked to bring a valid form of identification or one piece of mail proving residence in the neighborhood. All residents were screened at the research site using an online mapping tool provided by the Calvin College Center for Social Research (refer to Figure 2).

Research Site and Rationale

The study was conducted in the Grand Rapids West Hope Zone (WHZ) neighborhood. This neighborhood was chosen for its high percentage of Hispanic or Latino residents. The neighborhood is located on the southwest side of Grand Rapids, Michigan, bordered by Hall and Burton Streets to the south, Interstate 131 to the East, and Market Avenue to the Northwest (refer to Appendix N for a map of the neighborhood).

Participating research sites included Cook Library Center, Burton Elementary, Cesar E. Chavez Elementary, Roosevelt Park Ministries, Grand Rapids Community College Leslie E. Tassell M-TEC, Literacy Center of West Michigan, and United Church Outreach Ministry. Data collection occurred on the premises of these organizations. Research sites were chosen within the WHZ neighborhood to eliminate potential transportation barriers and to provide a familiar and trusted location for subjects to participate in the study. The participating organizations supported

recruitment for the study, but the sample population was not limited to being chosen from these organizations.

Definitions of Terms

Adult Basic Education (ABE): Terminology used by CASAS and in this study to code literacy levels for both native speakers of English and nonnative speakers of English. A list of CASAS ABE skill level descriptors can be found on the CASAS website.

Document Literacy: The knowledge and skills required to locate and use information contained in non-continuous texts that include job applications, payroll forms, transportation schedules, maps, tables, and graphs (Campbell, Kirsch, and Kolstad, 1992).

English as a Second Language (ESL) / English Language Learner (ELL): Terminology used by CASAS and in this study to code literacy levels for nonnative speakers of English. In this study, subjects coded as ESL or ELL indicated on the survey a language other than English as their first language. A list of CASAS ESL/ ELL skill level descriptors can be found on the CASAS website. From the time this study began to its completion, CASAS updated its materials from using the terminology ESL to ELL in its literature.

Literacy: Understanding, evaluating, using and engaging with written text in English to participate in society, to achieve one's goals and to develop one's knowledge and potential. The definition of literacy used for this study was adapted from definitions developed by recent large-scale literacy studies (refer to Appendix D). For the purposes of this study, the term literacy refers to literacy in English; however, it is understood that the broader meaning of literacy is multi-faceted and extends to all languages.

Native Speakers of English: Term used for any subject who indicates English as their first language on question number thirty-one of the survey for this study.

Nonnative Speakers of English: Term used for any subject who indicates any language other than English as a as their first language on question number thirty-one of the survey for this study.

Prose Literacy: The knowledge and skills needed to understand and use information from continuous texts that include editorials, news stories, poems, and fiction (Campbell, Kirsch, and Kolstad, 1992).

Delimitations of the Study

This investigation is limited to studying the adult literacy rate within the boundaries of the Grand Rapids West Hope Zone, a neighborhood in Grand Rapids, Michigan. It does not deal with the rate of literacy for Grand Rapids, Kent County, or Michigan. Additionally, this study is not about analyzing existing or implementing new literacy programs in the Grand Rapids West Hope Zone.

Limitations of the Study

Respondents were not selected randomly due to lack of resources and the size of the neighborhood. Rather, bilingual--Spanish and English--invitations were mailed to all households located within the WHZ neighborhood. In addition to flyer distribution via the US mail and at participating sites within the neighborhood, the snowballing method was used. Subjects who participated were invited to encourage their friends and family who lived in the neighborhood to participate in the study. One confounding variable encountered in using the snowballing

procedure was the tendency for large groups of family members and friends from the same corner of the neighborhood to participate. Many residents had never heard of the term WHZ applied to their neighborhood and were not aware of its boundaries, so often friends and family members were turned away after the mapping screening procedures. There was also some difficulty in engaging in the study the Guatemalan population, particularly those who spoke Mayan dialects and languages in the study. I was unable to provide interpreters and translators for the various Mayan dialects and languages, limiting my effectiveness in recruiting a representative sample of subjects who spoke these dialects and languages.

A confounding variable that limited the clarity of analysis of the data was the categorization of any subject who indicated on the background questionnaire a first language other than English as a nonnative speaker of English. For instance, some people who are native speakers of English could identify as nonnative speakers of English due to the language spoken most commonly in the household. Conversely, English might be spoken most commonly in the household of someone who identifies as a nonnative speaker of English. This variable could limit the extent to which this study is able to be generalized.

Organization of the Thesis

The remainder of this study is organized into four chapters. First, Chapter 2 deals with the literature review that explains the theoretical framework for this study and the related studies that show the effectiveness of that framework. The chapter ends with the summary and conclusions drawn from the works reviewed. Next, Chapter 3 focuses on the research design, the subjects who were involved in the study, the instrumentation used, a description of how the data was obtained, and a detailed explanation of the treatment and analysis of the data. Then, Chapter

4 relates a brief overview of the context of the study and a description of the demographics of the subjects in the study and provides the findings directly related to the research questions and hypotheses for the study. Finally, Chapter 5 concludes with a summary of the study, an explanation of conclusions drawn from the study, a discussion that explains the findings and conclusions of the study, and recommendations for practice and further research. References and appendices are included at the end.

Chapter Two: Literature Review

Introduction

The purpose of this study is to report on the nature and extent of the literacy skills demonstrated by adults ages 18 and over in the Grand Rapids West Hope Zone. To meet this goal, this study builds on recent research related to literacy in society as well as methodological advancements in the areas of assessment and psychometrics. Socio-cultural views of language and literacy development provide context for the careful implementation of the study within the WHZ, a majority Spanish-speaking neighborhood in Grand Rapids, Michigan.

This chapter begins by describing the profile approach and a socio-cultural framework for measuring literacy on the neighborhood-level. A chronological account of adult literacy research is provided, including the most recent Michigan, Kent County, and Grand Rapids estimations derived from the 1992 National Adult Literacy Survey and the 2003 National Assessment of Adult Literacy.

Theoretical Framework

The Profile Approach

The framework for development of this study was based on the profile approach to literacy measurement developed for the National Assessment of Educational Progress's (NAEP) Young Adult Literacy (YAL) assessment of 1985. One component of this approach emphasizes collecting early background and current environment data in addition to literacy performance data through the use of a survey (Kirsch and Jungeblut, 1986). The YAL background survey collected information about family, respondent demographics, educational experiences, work and community experiences, and literacy practices (Kirsch and Jungeblut, 1986). These responses

provided a rich data set for generating correlations between the respondents' literacy experience and their performance on the corresponding literacy assessment (Campbell, Kirsch, and Kolstad, 1992).

The second component of the profile approach is the measurement of core literacy skills along more than a single continuum. The YAL assessment represented the multi-faceted nature of literacy by measuring along three scales--prose, document, and quantitative literacy (Kirsch and Jungeblut, 1986). The prose scale represented three different aspects of reading comprehension with corresponding levels of difficulty--locating information in text, producing and interpreting text information, and generating a theme or organizing principle from text information (Kirsch and Jungeblut, 1986). The document scale represented tasks necessary for managing a household and meeting job requirements such as using indexes, tables, charts, checks, and other everyday documents (Kirsch and Jungeblut, 1986). The quantitative scale required the use of mathematical operations to solve problems embedded in everyday printed documents (Kirsch and Jungeblut, 1986). A statistical method for scaling individual test items, the Item Response Theory (IRT) was used in the development of the YAL assessment. IRT raises the probability that a test item will be completed correctly by a respondent at a certain proficiency level (Campbell, Kirsch, and Kolstad, 1992). In IRT, the sample does not theoretically have to be a random sample of the target group due to the invariance property (DeMars, 2010).

Since the YAL assessment results were reported, elements of the profile approach have been incorporated into several literacy studies. Of note, the U.S. Department of Labor (DOL) Literacy Assessment conducted by the Educational Testing Service (ETS) included both literacy simulation tasks--prose, document, and quantitative--and a survey that explored background and

demographics, education, labor market experience, income, and activities (Kirsch, Jungeblut, and Campbell, 1992). The 1992 National Adult Literacy Study (NALS) used the three simulation tasks--prose, document, and quantitative literacy--and continued the use of open-ended questions rather than multiple choice, emphasized measuring information processing skills, increased emphasis on written and oral response simulation tasks, increased emphasis on problem posing and solving simulation tasks, and allowed the use of a calculator to solve quantitative simulation task problems (Campbell, Kirsch, and Kolstad, 1992). Common simulation tasks and background questions were used in the NALS assessment to allow for accurate comparisons between NALS, YAL, and the DOL Literacy Assessment (Campbell, Kirsch, and Kolstad, 1992). The 2003 National Assessment of Adult Literacy (NAAL) was designed as a follow-up study to the NALS and used aspects of the profile approach in order for the results to be comparable to the NALS results. For the NAAL, each respondent was administered a background questionnaire, completed prose, document, and quantitative literacy tasks, and an oral reading fluency assessment. The 2003 assessment included a health literacy scale that measured clinical, prevention, and navigation of health system literacies (Greenberg, Jin, and White, 2007).

This WHZ study used the profile approach to not only measure the extent and multi-faceted nature of adult English literacy skills in the neighborhood, but also to compare its results with the most current adult literacy results derived from NALS and NAAL for Michigan, Kent County, and Grand Rapids. Therefore, this study incorporated the combination of a background survey and an IRT-designed assessment that measured literacy along a two-pronged scale, prose and document literacy.

A Socio-cultural Lens.

The development of this study was based on the view that the WHZ neighborhood is socio-culturally situated differently, as all neighborhoods are, in Grand Rapids, Michigan. Therefore, the background questionnaire for this study and procedures were developed and implemented alongside WHZ residents and stakeholders with the neighborhood's unique opportunities and needs in mind. The socio-cultural lens through which this study was developed will provide a practical access point for adult literacy program developers and policy makers to use the findings for the betterment of the neighborhood.

A socio-cultural view of language and literacy provides a framework for analyzing the measurement of adult literacy in the United States over the past century. Rather than seeing language as static, a socio-cultural view of language and literacy approaches language as a social construction that supports cognitive processes (Vygotsky and Kozulin, 1986) and social interaction (Lovelace and Wheeler, 2006). According to Heath (1996), all communities and cultures have constructed unique and equally valid language and literacy knowledge and practices. And therefore, we all have multiple ways of interacting with the world because we are socio-culturally situated differently (Gee, 2001). Gee (2011) argues that individuals have many associations among ways of thinking, reading, writing, and interacting—or discourses. According to Gee (2011) a socio-cultural perspective to literacy addresses essential questions such as: What does literacy mean to each individual coming from a different context? What do reading, writing, speaking, and listening mean to people who speak various languages, come from different cultures, have varying levels of education from different countries, or live a few blocks away in the same neighborhood? Social cultural perspective also known as critical literacy was born out of the aforementioned questions (Gee, 1991). Provenzo (2005) argued that

all learners should ask questions about who speaks in a culture, who defines literacy and whose knowledge is included in the creation and definition of curricula in learning communities. Another well-known critical literacy theorist is Freire (1982) who claims that critical literacy is about "reading the world" and seeing the world from particular frames. In the same vein, Haddix and Rojas (2011) "advocate moving beyond viewing literacy as an individual literary or technical skill and toward an understanding of literacy as situated social practices in communities in the world" (p. 111).

To that end, critical literacy (Gee, 1991) views language and literacy as potentially legitimating asymmetrical relations of power (Woolard, 1998). It can be used as power passed down to people through the hierarchy from those who have the most power. (Gee, 2001). In recognition of that reality, Luke, O'Brien and Comber (2011) assert that no text is innocuous or neutral, not even a medicine bottle or a job application is without political implications.

In fact, the somewhat recent past shows increasing hostility toward the use of languages other than English. Decades before the 1960s, use of any language other than English was regarded as a major obstacle to succeeding in the United States (Ek, Machado-Casas, Sanchez and Smith, 2011). Gee (1996) and Purcell-Gates (2007) argue that while schools value the literacy behaviors of mainstream English speaking families, schools do not value the literacy behaviors of minority families.

Perhaps tongue in cheek, Gee (2011) states that literacy is what makes us civilized. My research, I hope, will contribute to leveling the playing field for communities that have been seen as less civilized because of their languages and literacies. The framework for this research leans on Baynham and Prinsloo (2009) who argue for, "making visible the complexity of local, everyday, community literacy practices and challenging dominant stereotypes and myopia" (p.

22). In a city like Grand Rapids, Michigan that is led by a mayor who seeks to create a "community that reads," it is important that this study highlights the fact that literacy practices vary among people groups within the larger community.

Synthesis of Research Literature

In the 1800s, adult literacy in the United States of America was measured by counts of signatures on legal documents like wills, marriage licenses, and deeds (Campbell, Kirsch, and Kolstad, 1992). The Census Bureau began collecting self-reported literacy rates in the mid-1800s. In this study, "illiterate" addressed not being able to read or write in any language (Campbell, Kirsch, and Kolstad, 1992). It is reported that in 1870, 20 percent of the United States population considered itself illiterate, whereas in 1979, only .6 percent did (Stedman and Kaestle, 1991).

Around 1920, there was a shift from self-reported measurement to direct measurement of literacy. A World War I army screening exam revealed epidemic levels of low literacy that contrasted the self-reported numbers from the Census Bureau (Campbell, Kirsch, and Kolstad, 1992). Between the 1940s and 1970s, comparing adult literacy over time became the object of intense research. For example, Tuddenheim (1948) conducted a study between 1918 and 1943 that compared a large sample of WWI White recruits and a representative WWII draft sample. By way of the Army Alpha assessment, the WWII draft sample increased its score by +3 percentile points (Stedman and Kaestle, 1991, pp. 85). Yerkes (1921) and Gray (1956) conducted a study comparing millions of young male draftees between WWI and WWII. The study compared rejection rates, illiteracy, and years of schooling, but unfortunately, the results were incomparable and could not be reported (Stedman and Kaestle, 1991, pp. 85). An obvious

shortcoming of this earlier study was the failure to include in the study a representative sample that with females and people of race/ethnicities other than White. Even so, these earlier studies set the stage for more direct, standardized assessment of literacy in the United States.

Department of Labor Workplace Literacy Survey: 1990.

The Department of Labor's 1990 Workplace Literacy Survey was the first study to duplicate the profile approach used in the YAL study and incorporated both a background survey and a direct assessment of prose, document, and quantitative literacy. The study assessed workplace literacy levels of eligible applicants for Job Training Partnership Act (JTPA) training and of jobseekers in the Employment Service/Unemployment Insurance (ES/UI) programs. The survey data included workplace literacy proficiency scores and data concerning various socioeconomic and personal characteristics of the respondents. The goals of the study were to analyze the relationship between the workplace literacy and labor market performance of the unemployed workers in these programs and to identify the determinants of workplace literacy (Kirsch, Jungeblut, and Campbell, 1992).

The ES/UI population mean scale scores were significantly higher than the JTPA eligible population mean scale scores on the the document and quantitative tasks, but there was no significant difference on prose tasks. The study also revealed a strong relationship between level of education and literacy proficiency within each race/ethnicity subgroup within both the JTPA and ES/UI populations. Correlations were calculated between literacy proficiency and various educational factors such as books in the home, work experience while in high school, and highest grade of school completed. Kirsch, Jungeblut, and Campbell (1992) concluded that DOL job seekers were not armed with the literacy skills and knowledge necessary for the workplace and

recommended that adult literacy programs should expand from the sole use of narrative texts to a range of printed or written materials used in everyday life. They also recommended that literacy programs assess not just prose literacy, but also document and quantitative to address the multi-faceted aspects of literacy. This study, however, was limited to DOL clients and did not compare the respondents to the population as a whole.

In 1991, the National Literacy Act was passed by the 102nd Congress with the goal of eliminating illiteracy by the year 2000. The National Literacy Act of 1991 defined literacy as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential" (105 STAT 333). The act's definition failed to address literacy in language other than English as earlier studies had. The act set out to find solutions for workforce literacy, investment in adult education, increased family literacy programs, business leadership for employment skills, distribution of books for families, literacy for incarcerated individuals, and recruitment of volunteers to help improve literacy.

National Adult Literacy Survey (1992).

The first literacy research of its kind, the 1992 National Adult Literacy Survey (NALS) was funded by the federal government under the National Literacy Act of 1991 and was conducted by the Educational Testing Service (ETS) in 1992 (NCES, 1993). The goal of the United States-focused household survey was to profile the English literacy of adults in relation to everyday life skills (NCES, 1993, p. xv). Although the National Literacy Act had recently published its definition of literacy, NALS convened a panel that formulated a new definition of literacy that focused on using printed and written information to perform everyday life skills

(NCES, 1993, p. 2). The study was developed to test prose literacy, understanding and using information from texts; document literacy, locating and using information contained in materials; and quantitative literacy, the ability to apply arithmetic operations using numbers embedded in printed materials (NCES, 1993).

A representative sample of the adult population in the United States ages 16 and older, 13,600 individuals, were interviewed. Another 1,000 adults were surveyed in each state for state-level information, and 1,100 inmates from 80 federal and state prisons were also interviewed, totaling over 26,000 survey participants (NCES, 1993). County, city, and neighborhood-level information was not collected, but the use of the IRT allowed for accurate estimations.

The NALS results were reported using a scale from 0 to 500 for each of the three pillars: prose literacy, document literacy, and quantitative literacy (refer to Appendix E for NALS level descriptors) (NCES, 1993). Among several compelling results, NALS data showed that 21 to 23 percent of the 191 million adults in the United States demonstrated Level 1 prose, document, and quantitative skills. (NCES, 1993, p.xvi). According to NALS results, 12 percent in Michigan lacked basic English literacy skills (NCES, 2015), 9 percent in Kent County (NCES, 2015), and 21 percent in Grand Rapids, Michigan (National Institute for Literacy, 1998). L1 literacy for nonnative speakers was not assessed and is not reflected in the results.

International Adult Literacy Study (1994).

International Adult Literacy Survey (IALS) of 1994 was an international literacy study first conducted in 1994. The main purpose of the survey was to find out how well adults used printed information to function in society. In the United States, the IALS was funded by the federal government and conducted by the Educational Testing Service (ETS). The international

portion was carried out by the International Steering Committee chaired by Canada with each participating country holding a seat on the committee. Members of the Organization for Economic Cooperation and Development (OECD), European communities, and the United Nations Educational, Scientific, and Cultural Organization also held seats on the committee. IALS was implemented in three stages, the first of which included the United States along with Canada, Germany, Ireland, Netherlands, Poland, Sweden, and Switzerland. The second phase was conducted in Australia, Belgium, Great Britain, New Zealand, and Northern Ireland, and the final phase was conducted in nine additional countries.

The framework and methodology for collecting data and interpreting results used for NALS was also used for the development of IALS. Literacy was defined in consideration of its multifaceted nature. The same literacy tasks used by NALS were included in the IALS study: prose, document, and quantitative. Several variables were identified and operationalized to provide an unbiased set of tasks. The variables included context/content within the home and family, health and safety, community and citizenship, consumer economics, work, leisure and recreation; materials/text such as description, narration, exposition, matrix documents, graphic documents, locative documents; and processes/strategies such as type matching, requesting information, and plausibility of distractors.. Like the NALS, a survey was included with background questions that could be correlated with literacy tasks and scores (Kirsch, 2001).

Results showed that between 19 and 23 percent of U.S. adults performed at levels 4 and 5, the highest levels, on the three literacy scales. On all three scales, only Sweden had higher percentages of their adults at these levels. Nearly one-third of adults in the United States demonstrate level 3 skills across all three scales, while approximately one-fourth of American adults possess level 2 skills across the three scales. Between 21 and 24 percent of U.S. adults

performed at level 1, the lowest level, on the three literacy scales. Finally, on average, the United States outperformed two nations (German-speaking Switzerland and Poland) on the prose literacy scale, performed similarly to seven nations (Canada, Germany, Australia, Belgium, United Kingdom, Ireland and French-speaking Switzerland), and was outperformed by three nations (Sweden, Netherlands and New Zealand) (U.S. Department of Education, 1997).

The final IALS report, published in 2000, claimed the goal was to find empirically grounded data on which to base policy decisions. Due to this fact, IALS focused particularly on relevance, comparability, and interpretability (Kirsch, 2001). IALS used a 500-point quantitative literacy scale with 33 tasks which ranged in difficult value from 225 to 409 (Kirsch, 2001). The scale was divided into levels, which made it attractive to policy makers, but according to St. Clair (2012), the IALS quantitative literacy scale levels were designed arbitrarily. Being the first survey of its kind, St. Clair (2012) felt that it was important to note that the comfort of the respondents should be considered for the future.

National Assessment of Adult Literacy (NAAL): 2003.

Sponsored by the National Center for Education Statistics in fulfillment of the Adult Education and Family Literacy Act of 1998, the 2003 NAAL survey defined literacy similarly to NALS, drawing the implication that task-based literacy means meeting literacy demands at home, in the workplace, and in the community. The NAAL study incorporated a literacy survey and assessed the three areas of literacy discussed previously, prose, document, and quantitative. Additionally, the survey included an extra component of health literacy, which was the first national attempt to understand the link between literacy and health-related information. This survey like the preceding ones did not assess L1 literacy for nonnative speakers of English.

The NAAL surveyed 19,714 adults ages 16 and older (NCES, 2003). Participants were selected based on a three-stage process that involved selecting primary sampling units, selecting area segments, households, and individual participants (NCES, 2003). The survey was, in part, designed to compare adult literacy performance data to the NALS findings from 1992. Participating states, Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma, were able to compare their results to one another in addition to looking at literacy data from the NALS results (NCES, 2003). Michigan was not a participating state. Like in the 1992 NALS study, county, city, and neighborhood-level information was not collected, but was estimated.

The literacy levels of the 1992 NALS were critiqued as not reflecting policy-based judgments, so stakeholders participated in developing scoring methods and literacy levels, and also contributed to the discussion on how the 2003 NAAL data might potentially be used (NCES, 2003). Notably, the NAAL added an alternative assessment for the least-literate adults who were unable to take the NALS survey at all, and a new category for the non-literate in English, although it did not assess L1 literacy levels for nonnative speakers of English.

Results showed that most participants, 44 percent or 95 million, fell into the Intermediate prose literacy level, which meant they were able to perform moderately challenging literacy activities (refer to Appendix F for NAAL level descriptors). About 29 percent or 63 million participants were able to perform simple or everyday literacy activities at the basic prose literacy level. A 14 percent or 30 million participants fell into the Below basic literacy level and were able to perform no more than the most simple and concrete literacy skills. Finally, only 13 percent or 28 million participants were in the Proficient literacy level and able to perform complex and challenging literacy activities (NCES, 2003). According to NAAL results, 8 percent

in Michigan and 8 percent in Kent County lacked basic prose English literacy skills (NCES, 2015).

Adult Literacy and Lifeskills Survey: 2003.

The ALL addressed the distribution of literacy and numeracy skills among American adults and compared them internationally. According to Statistics Canada (2005), the survey was meant to improve quality in a broad range of context from public services to quality of life. ALL defined literacy as "the knowledge and skills needed to understand and use information from text and other written formats" (2003, p.1).

The survey included two components, a background questionnaire and a written assessment of the skills of participants in literacy and numeracy (NCES, 2003). Respondents were a nationally representative sample of 3,420 adults ages 16 to 65 (NCES, 2003). The survey broke literacy into prose literacy and document literacy to remain consistent with earlier surveys. Results showed that the United States outperformed Italy in literacy and numeracy, but was outperformed by Bermuda, Canada, Norway, and Switzerland in both skills areas.

Program for the International Assessment of Adult Competencies: 2012.

The most recent literacy survey, the 2012 Program for the International Assessment of Adult Competencies (PIAAC) was an international study of adults ages 16 to 65 in the areas of literacy, numeracy, and problem solving in technology-rich environments. PIAAC was developed and organized by the Organization for Economic Cooperation and Development (OECD) built on earlier large-scale studies, specifically IALS and ALL. The PIAAC's definition

of literacy was built on definitions used for IALS and ALL, and also included a framework for skills of reading in digital environments.

PIAAC was conducted in the United States in 2011-12 with a representative sample of adults ages 16 to 65 (NCES, 2013, p. 1). The goal was to gather information about adults at the lower end of the literacy spectrum through direct measurements of competencies and a background questionnaire that measured intrapersonal, interpersonal, and professional skills. PIAAC results were reported on a 0-500 scale within the three domains and also as percentages of adults reaching proficiency levels (NCES, 2013). PIAAC consisted of comparative literacy data between those of IALS and ALL. In the literacy domain, approximately 60 percent of the items are common between PIAAC and previous international surveys to ensure the comparability (NCES, 2013, p. 3). Results of the literacy data showed that the U.S. average score was 270. Compared with the U.S. average score, average scores in 12 countries were higher, in 5 countries were lower, and in 5 countries were not significantly different (NCES, 2013, p 5). The results legitimate the call for new and additional funding for adult literacy initiatives in the United States.

Summary

In summary, the profile approach to measuring literacy incorporates the use of a background survey alongside a direct literacy assessment that addresses prose, document, and quantitative literacy tasks. Adult literacy studies have incorporated aspects of the profile approach since the NAEP's 1985 YAL study. Since then, two federally funded and comparable adult literacy surveys have been conducted in the United States, the 1992 NALS and the 2003 NAAL. The NAAL included a health literacy component and incorporated options for some

nonnative speakers of English and respondents with very few literacy skills to participate using alternative assessments. Three comparable large-scale international adult literacy studies have been conducted, the 1994 IALS, the 2003 ALL, and the 2012 PIAAC. The most recent, the PIAAC incorporated a framework for skills related to reading in digital environments.

A socio-cultural view of conducting literacy studies acknowledges the multi-faceted nature of literacy and considers a community's situation within society and the role that situation plays in a community's literacy practices. Over the years, large-scale literacy studies have integrated various components into the framework for development, methodology, and interpreting data. The background survey used in the profile approach attempts to collect historical and current lived experiences of literacy. Many of the literacy studies, especially the international studies, have included translation and interpretation in several languages to accommodate respondents' needs.

Conclusion

In conclusion, a review of the literature reveals that over the years, literacy studies have focused on large and broad samples of populations, but have failed to study individual neighborhoods. Studies like NALS and NAAL included some state-level research, but for the most part, literacy rates reported for states are estimations, as are for counties and cities. This study addresses the failure to consider context and varying lived experiences of literacy within a larger community by studying the literacy rate within the West Hope Zone, one neighborhood in Grand Rapids, Michigan.

To align with the results in this literature review, this study uses the CASAS Form 80 Reading Appraisal, a Michigan state approved reading assessment that addresses prose and

document literacy and has been developed on the principles of Item Response Theory (IRT). A background assessment, adapted from the NAAL background questionnaire is used for correlational comparisons. Several factors that address socio-cultural dynamics are incorporated into this study that are not included in the large-scale studies. A focus group was held with neighborhood stakeholders before the study was conducted to provide a greater understanding of the needs and opportunities in the neighborhood. Neighborhood organizations were used as test sites and residents or employees at these organizations helped with interpretation during the implementation of the study. The involvement of the community in the implementation of the study boosted awareness around the issue of literacy and empowered community members to be part of the solution by participating in a project that could potentially create program and policy change.

Chapter Three: Research Design

Introduction

The purpose of this study is to identify the adult literacy rate in the Grand Rapids West Hope Zone (WHZ), taking into account the high percentage of residents who are nonnative speakers of English. In order to address this problem three specific questions were formulated:

1. What is the overall adult English literacy rate in the Grand Rapids West Hope Zone?
2. What is the adult literacy rate in English for native and non-native speakers for the Grand Rapids West Hope Zone?
3. What factors influence the adult English literacy rate for nonnative speakers of English in the Grand Rapids West Hope Zone?

This chapter describes the subjects and explains the sampling procedures. Next, it provides a rationale for the instrumentation, the CASAS Form 80 Reading Appraisal and the background questionnaire. Finally, the last section deals with data collection procedures and analysis.

Participants

Description of the Research Site

The West Hope Zone is located on the southwest side of Grand Rapids (See Figure 1). To the east it is bordered by the freeway US 131, to the west Market and Clyde Park avenues, to the south Hall and Burton streets, and to the north by the intersection of US 131 and Market Avenue (Appendix N). Its population is estimated to 6,954 of which 71.2 percent Latino or Hispanic, 13.1 percent Black or African American, 12.5 percent White or European American, 2.3 percent two or more races represent the ethnic composition (US Census Bureau 2010). According to the

American Community Survey (2012) of the US Census Bureau, 49.8 percent of the WHZ have not fulfilled high school graduation requirements and 44.9 percent have only a GED or high school diploma.

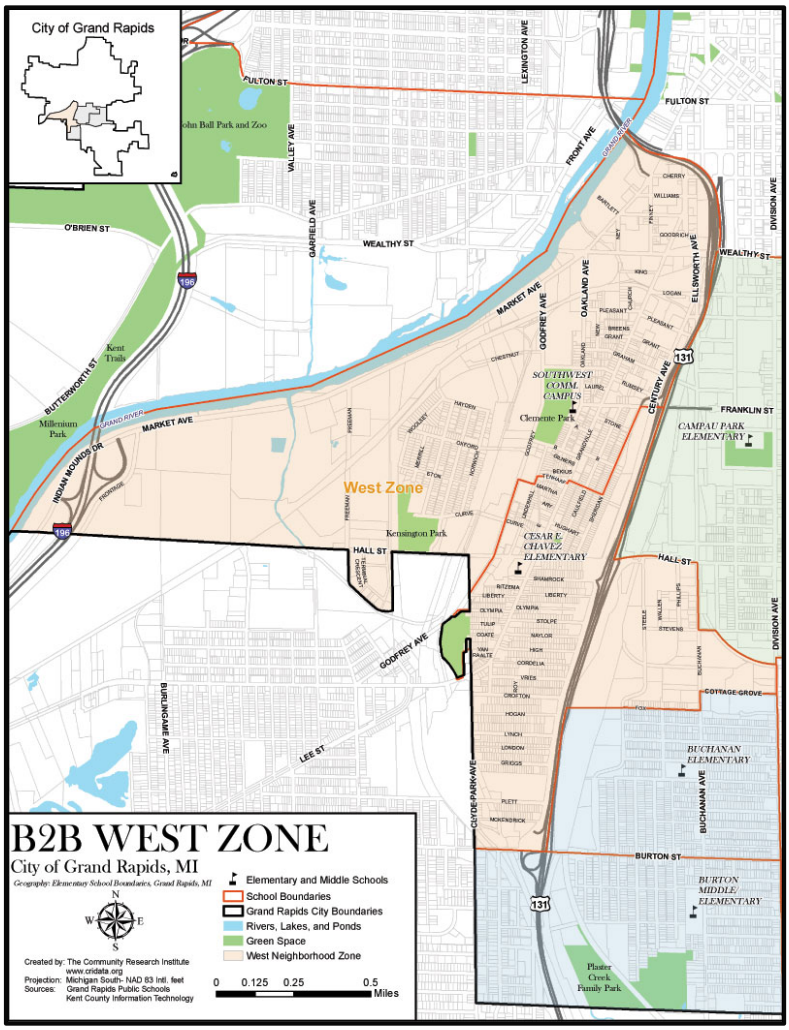

Figure 1. Map of Grand Rapids West Hope Zone (refer to a larger map in Appendix N). From Grand Valley State University--Community Research Institute website.

Population and Sampling Procedures

Population. The participants in this study involved the residents of the West Hope Zone (WHZ) with a total population estimated to be 6,954 of which 4,242 were adults (ages 18 and

over). As a result, the overall population for this study was estimated to 4,242. According to McMillan (2011), it is practically impossible to include the whole population in a study. As a result, researchers select randomly representative samples of the targeted population. I sought to contact randomly through US Postal Services 1,250 adults in the West Hope Zone to participate in the study. My expectations were that if 250 people responded, that would be a significant number to conduct my study, as it would be approximately 20 percent, a number statistically deemed to be acceptable. A minimum of 250 respondents would provide precise and reliable findings at a 5 percent margin of error and a 95 percent confidence level. However, I was only able to identify and obtain 1,500 addresses of which individual apartment numbers in complexes and business addresses were not included. Since the randomly selected list of 1,250 adult residents excluded only 250 of the obtainable 1,500 residence addresses, it was determined that a reasonable margin for randomness was lacking; hence, invitations were sent to all 1,500 available addresses. Of the 1,500 residential addresses that were contacted, 198 responded.

Sampling Procedures. Two major sampling methods were used for the selection of the subjects that partook in this study: convenient and reputational sampling and snowballing. The WHZ was reputed to be a majority Hispanic or Latino population. The population was also known for being highly illiterate in English and having low socioeconomic status. As a researcher not living in that community, I had to contact community organization leaders and community information agencies to indicate to me who could help and participate in the study.

As mentioned above the population for this study was first contacted by regular mail through US Postal Services. Letters written in English and translated into Spanish were sent.

Community organizations serving the WHZ--Burton Elementary School, Cook Library Center, Grand Rapids Community College Leslie E. Tassell M-Tec, Literacy Center of West Michigan, Roosevelt Park Ministries, and United Church Outreach Ministry--were contacted and given the same invitations that were distributed by mail. Some electronic means of communication and printed press assisted in the recruitment of the subjects and in the distribution of information related to this study. For example, I was interviewed in Spanish on Radio LaMejorGR.com and a Spanish language article was published in El Vocero Hispano, a Spanish language newspaper (Appendix K).

Instrumentation

Two instruments were used to implement this study, the CASAS Form 80 Reading Appraisal literacy assessment and a customized survey.

Literacy Assessment

Four Michigan state-approved literacy assessments were considered as instruments for this study: Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), Wonderlic General Assessment of Instructional Needs (GAIN), and American College Test (ACT) WorkKeys (State of Michigan Workforce Development Agency, 2013). Between three of the largest adult literacy providers in Grand Rapids, Michigan--Grand Rapids Community College Adult Education, Grand Rapids Public Schools Beckwith Adult Education, and the Literacy Center of West Michigan--TABE, CASAS, and WorkKeys assessments are used by these organizations in varying capacities to report feedback to adult learners and the State of Michigan about learner literacy levels and achievements. To provide comprehensible

information to these local literacy providers, I chose to eliminate the GAIN assessment as an option for instrumentation.

Test of Adult Basic Education (TABE). According to Mellard and Anderson (2007), TABE is designed for English-speaking adult learners with limited literacy skills. Its advantages are that it can easily be tied to an academic curriculum making it perhaps the most valid of the National Reporting System for Adult Education Programs (NRS) approved assessments for measuring postsecondary readiness and providing a more accurate assessment of college. Its disadvantages are that it is not designed to test nonnative speakers of English and "its use of academic terms and theoretical problems may initially produce artificially suppressed indicators of literacy for older adult learners who have been out of academia for some time, as compared to CASAS which assess life skills related to employment, home, and community contexts" (Mellard and Anderson, 2007, p. 8).

ACT WorkKeys. The ACT WorkKeys test, designed by ACT, Inc., the makers of the college entrance exam, provides the opportunity for adults to earn a National Career Readiness Certificate (NCRC) that enables certificate holders to show employers (in the ACT database) they have work-related skills. The test measures three areas that are Reading for Information, Locating Information, and Applied Mathematics (Ausman, 2008), but it does not measure literacy. An adult is able to attain credentials that are leveled by the colors bronze, for a score of 3 or better on all assessments, silver, for a score of 4 or better on all assessments, and gold, for a score of at least a level 5 in each of the core areas. According to Ausman (2008), an adult who

earns the gold credential "has the necessary skills for 90 percent of the jobs in the database" (p.24). This assessment does not assess literacy for nonnative speakers of English.

CASAS. CASAS measures literacy skills needed by adults in everyday life. Competency based, the reading assessment focuses on lower-order skills such as word comprehension and fact-finding. Although CASAS does report a high correlation between its scores and the GED, it does not assess the reading skills needed at a college level (e.g. critical, reflective, and analytical) (Mellard and Anderson, 2007, p. 6). The test format consists of solely multiple-choice items, which limits the ability to provide an accurate reflection of an adult learner's abilities (Gorman and Ernst, 2009). For the purpose of this Grand Rapids study, this is not a problem because the scope of this study is meant to identify general literacy levels in one neighborhood.

According to the CASAS website (2015), the CASAS Form 80 Reading Appraisal has undergone "rigorous statistical procedures" to ensure reliable and valid results, as it employs the Item Response Theory (IRT) in the construction of both its item bank and its associated tests. The developers of CASAS theorized that using Rasch's IRT provides more reliable information than classical test score theory techniques alone because each test item is rated in relation to its difficulty along a scale (Gorman and Ernst, 2009). According to the State of Michigan (2013), CASAS is the only state-approved adult literacy test to assess tasks for English Language Learners (ELLs). Using CASAS to assess adult literacy does have its disadvantages as well. According to Gorman and Ernst (2009), efforts should be made to standardize test administration (p. 82).

For these reasons, the CASAS Form 80 Reading Appraisal was used as the main instrumentation of literacy assessment for this study. CASAS was chosen because it is the only

State of Michigan approved adult literacy assessment that prepares and assesses learners in competencies related to the following: English as a Second Language (ESL), Adult Basic Education (ABE), High School Completion (HSC), and General Educational Development (GED). CASAS administrators were contacted and granted approval for me--a certified CASAS facilitator--to conduct this study using the Form 80 Reading Appraisal in the WHZ (Appendix C).

The CASAS Form 80 Reading Appraisal contains 25 test items and is a 25 minute timed assessment that provides a quick, general indicator of reading abilities. The appraisal scores can help to determine program eligibility, the best program for a student, and a student's level within a program. It is meant for all learners, both native and nonnative speakers of English, and is accurate through Adult Secondary Level. Initially, I planned to administer both the Form 80 Reading Appraisal and the subsequent 60 minute timed reading assessment, of which its level is determined by the score obtained on the appraisal. However, I chose to eliminate the follow-up assessment due to lack of resources and because a two hour time commitment for subjects seemed too cumbersome. Even if only generally, the Form 80 Reading Appraisal does indicate a native or nonnative speaker of English subject's reading level, which was the goal of the study.

It was determined that using web-based or computer-based testing might be an additional barrier to computer illiterate subjects, so I chose to use pencils and Test Booklets to administer the assessment. Grand Rapids Community College donated 50 reusable CASAS Form 80 Reading Appraisal test booklets for the study. The Literacy Center of West Michigan provided a paper answer sheet for each subject as well as sharpened pencils. Before the study began, I numbered the answer sheets from Grand Rapids Adult Literacy Study (GRALS) ID 11111 to

GRALS ID 11400. Since I used pencils, test booklets, and paper answer sheets, I manually scored each assessment using the answer key included in the Test Administration Manual.

To ensure standardized test procedures for administration, I administered all of the assessments myself, following CASAS test administration guidelines. Many of the testing sites provided volunteer resident interpreters who were able to interpret instructions from English to Spanish. In some cases, I interpreted from English to Spanish for myself.

Background Questionnaire

This section discusses the background questionnaire that accompanied the CASAS Form 80 Reading Appraisal as a secondary instrument used for this study. It explains the reasoning behind using a survey in this study, discuss the choices made in developing the customized survey, and describe the survey itself.

It was determined that a secondary instrument should accompany the CASAS Form 80 Reading Appraisal to assess whether the subjects' socio-cultural context was related to their literacy levels. Gottschall asserts that if a study is reported on adult literacy, it is important to go beyond the objective, and to celebrate the fluidity in what it means to be a literate human being (2012, p. 198). The Literacy Practices of Adult Learners Study (LPALS) connected the objective with the subjective; it was a quantitative assessment coupled with interviews about the literacy experiences of the participants. The adult learners who participated in the LPALS study shared their struggles, perceived shortcomings, fears, and hopes. Purcell-Gates, Jacobson, and Degener learned about the LPALS participants' literacy practices, the texts they read and wrote in the present, past, and future, and essentially, the picture of lived literacy for a group of low-literate adults (2004, p. 10). Purcell-Gates, et al (2004), acknowledging literacy definitions of the time,

asserted that literacy skills should be referred to as literacy practices that "look beyond the individual to the social, cultural, and political contexts in which people lead their lives" (p. 26).

Although it would have been ideal to conduct qualitative interviews to assess sociocultural factors correlating with literacy levels, it was unrealistic to do so due to time and resource constraints. As a compromise between eliminating a sociocultural portion to the study and conducting time consuming and resource heavy interviews, I developed a customized quantitative survey based on the following source items: the Adult Learning Plan (ALP) and the 2005 Kent County Literacy Survey which was formulated based on the 2003 National Assessment of Adult Literacy (NAAL) survey.

Adult Learning Plan (ALP). The Adult Learning Plan (ALP) was developed by the State of Michigan Department of Labor and Economic Growth (DLEG) and designed for state funded adult literacy programs to track adult learners' progress toward goals that enhance academic performance and economic success (State of Michigan, 2013). It is often used as an intake and tracking document at the adult literacy agencies to reporting to the State of Michigan for funding. The ALP is a three page document that tracks data related to demographics, history of education, TABE and CASAS assessment data, and adult learner personal goals related to improving literacy. Items were gleaned from the ALP to create a potential link between this study and literacy programs funded by the State of Michigan.

Kent County Literacy Survey: 2005. The Kent County Literacy Survey of 2005 was conducted by the Community Research Institute (CRI) and Heart of West Michigan United Way (HWMUW) on behalf of the literacy coalition Greater Grand Rapids Reads. It was a telephone

survey to adults over eighteen years old that assessed perceptions of English language proficiency (CRI, 2005). It involved 400 random-digit-dial telephone interviews, resulting in an overall 4.9 percent margin of error. The survey was available in English and Spanish. When analyzing data for the total sample, responses were weighted to reflect the actual educational attainment levels of Kent County residents.

The customized survey used for this study developed using a combination of survey questions drawn from the ALP and the 2005 Kent County Literacy Survey. The customized survey was originally written in English and translated into Spanish by the Hispanic Center of Western Michigan (Appendices E, F). The finalized survey was reviewed and approved by Sango Otieno, PhD at the Grand Valley State University Statistical Consulting Center and Family Literacy Director, Dan Drust, at the Literacy Center of West Michigan before administering.

Data Collection

To prepare for this study, I completed and passed the Collaborative Institutional Training Initiative (CITI) Human Research Curriculum Basic Course/1 on May 4, 2014. The Grand Valley State University Human Research Review Committee determined this study Exempt on July 11, 2014 (Appendix A).

The first step taken toward data collection for this study was to gather information about the Grand Rapids WHZ as an "epochal unit" as Freire suggests (1970, p. 109). Literacy providers, neighborhood stakeholders, and WHZ residents were invited to attend a meeting to discuss the instrumentation and the recruitment strategies through the lens of the historical-cultural context and meaningful thematics of the neighborhood (refer to Appendix B for the

discussion group agenda). The focus group was held at the Literacy Center of West Michigan before data collection commenced. Focus group participants represented the following organizations: Grand Rapids Community College, Hispanic Center of Western Michigan, Literacy Center of West Michigan, Pailalen, Plaza Comunitaria, and Roosevelt Park Ministries. The discussion group concluded that it was necessary to translate all materials into Spanish, but that it was not necessary to preemptively translate materials into other languages unless requested by subjects. It was also determined that if possible, a Spanish speaking interpreter, preferably a neighborhood resident, should not only be on site during the data collection, but should automatically interpret all communication. Most of the participants volunteered their organizations to help with recruitment, to host the data collection at their organization's location, and to provide an interpreter with whom subjects would potentially feel safe and comfortable.

Before creating the invitation flyer, I consulted with the Co-Executive Director and the Neighborhood Services Director at LINC Community Revitalization, a community organizing entity working in the Grand Rapids Hope Zones to gather advice on the most effective ways to recruit WHZ residents. It was recommended to translate flyers into Spanish and English, to advertise the $25.00 Meijer gift card incentive, to list eligibility requirements, and to provide familiar points of contact, such as neighborhood organizations for registration and data collection. The bilingual invitations were created accordingly (Appendix J) and was mailed to all residents in the WHZ as well as distributed electronically to the participating sites--Burton Elementary School, Cook Library Center, Grand Rapids Community College Leslie E. Tassell M-Tec, Literacy Center of West Michigan, Roosevelt Park Ministries, and United Church Outreach Ministry. Subjects registered to participate at locations and times that were convenient

for them. Time slots were designed to accommodate different work schedules: 9:30-11:00 am, 1:00-2:30 pm, and 6:00-7:30 pm, Monday to Saturday.

Although the data collection was performed at varying sites, all rooms used for data collection contained enough tables and chairs for all subjects registered and provided a reasonable volume level for test taking. I brought a rolling cart along with me to each site for data collection. The rolling cart contained sharpened pencils, test booklets, answer sheets, the informed consent form (See Appendix L) in English and Spanish, a digital clock/timer, a stack of my business cards, and information about adult literacy providers that served the WHZ at that time.

Host site partners registered the subjects that called or walked into their organization to set up an appointment to participate in the study. Host site partners used the following questions to screen subjects for eligibility:

1. What is your address? Check for WHZ using the Calvin College Center for Social Research's overlay map (See Figure 2).
2. Are you 18 years old or older?
3. Do you need translation/interpretation in any language other than Spanish or English? If so, which language? If so, is there anyone who would be willing to come with you to your appointment to interpret?

If a subject qualified to participate and also indicated that s/he needed translation/interpretation in any language other than Spanish or English, the host site partner was instructed to contact me. My plan was to contact the Hispanic Center of Western Michigan to translate the survey document into the required language. In the end, no subjects requested a language other than English or Spanish.

When subjects arrived at a participation site, a screening procedure was used that included the following two criteria: proof of residence in the WHZ neighborhood and proof that the subject was an adult 18 years old or older. An overlay map and screening tool created by the Calvin College Center for Social Research was used to determine eligibility for the study (See Figure 2).

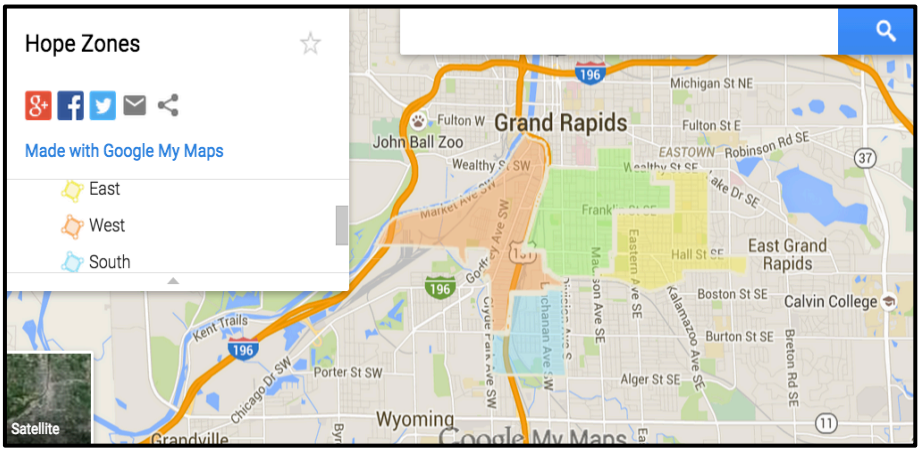

Figure 2. Grand Rapids Hope Zones Overlay Map and Screening Tool. Developed by Calvin College Center for Social Research. Retrieved from http://goo.gl/maps/9IZuJ.

After all subjects were screened and sitting down comfortably in a chair at a table, I introduced myself and I introduced the interpreter. I thanked all subjects for participating and distributed the $25 Meijer gift cards in appreciation of their time and effort. Next, I distributed my business card and the informed consent form to each subject in the language preferred, English or Spanish. I read the form out loud in English, and then the interpreter read the form out loud in Spanish. I then asked for questions and allowed time for those who did not want to participate to leave the room.

Next, I distributed one CASAS Form 80 Reading Appraisal and one answer sheet to each subject. Subjects were asked not to open their test booklets. I then instructed subjects to write the date and the location of assessment, but not their name at the top of the answer sheet. I read the

assessment instructions out loud to the subjects in English and then the interpreter read the instructions out loud in Spanish. I led the group through the sample test question, making sure to provide a visual example of how to fill in a bubble on an answer sheet, checking to ensure all subjects executed the task correctly on their own answer sheet. Having administered the test many times at the Literacy Center of West Michigan, I was aware that some subjects might confuse the test booklet page numbers with the question numbers on the answer sheet. To avoid this issue, I verbally explained how to look for question numbers and where the corresponding question numbers could be found on the answer sheet. I then set a timer for 25 minutes and wrote the end time in a visible location. While subjects worked through the assessment, I walked around the room, ensuring that all subjects were filling in the bubbles correctly and accurately matching question numbers from the test booklet to the answer sheet. If a subject finished the assessment early, s/he quietly raised her/his hand. I provided a copy of the literacy survey to the subject. Before removing the subject's test booklet and answer sheet, I wrote the corresponding GRALS ID number on the background questionnaire for correlation study purposes.

Most subjects were able to complete the survey on their own, and once they completed the survey, they were free to leave the room. I read through the questions on the survey orally in English or Spanish with anyone who asked for assistance. I thanked subjects again for participating as they left the room. Some subjects asked for more information about adult literacy programs in the area. Upon request, I provided bilingual English/Spanish brochures advertising affordable adult literacy programs within the neighborhood.

In total, the data collection process lasted about one hour. Many subjects arrived more than ten minutes late, so if I was able, the participating site was available, and the subjects were willing to wait an hour, I implemented the data collection process a second time.

When all subjects had completed the survey and had vacated the room, I collected all materials, put them in my rolling cart, and thanked the participating site representatives and the interpreter. The completed answer sheets and surveys were immediately filed in a locked cabinet at the Literacy Center of West Michigan. All used test booklets were checked for pencil markings and erased clean.

Data Analysis

This section describes the data analysis procedures used for this study. First, official CASAS scoring methods were used to analyze scores on the Form 80 Reading Appraisal. Then, reading appraisal scale scores were compared to the background questionnaire responses. Finally, CASAS reading levels were compared to NALS and NAAL literacy levels.

Raw scores were identified by calculating the number of items correct out of the 25 possible items on the CASAS Form 80 Reading Appraisal. Although each test item corresponds with a basic skills content standard (See Appendix H), this study only used overall raw scores to calculate findings. However, individual test item data for this study is available upon request. Each raw score was converted to a corresponding scale score (See Table 2).

Table 2.

Form 80 Reading Appraisal Raw Score/ Scale Score Conversion

Raw Score	Scale Score
1	171*
2	180*
3	185*
4	189
5	193
6	196
7	199
8	201
9	204
10	207
11	209
12	212
13	214
14	216
15	219
16	222
17	224
18	227
19	230
20	234
21	237
22	240*
23	242*
24	244*
25	246*

Use the * scores with caution.
CASAS Appraisal Test Administration Manual, 2008

Next, literacy levels, National Reporting System (NRS) Educational Functioning Levels (EFL), and an equivalent grade level were assigned to each scale score (See Table 3). Adult Basic Education (ABE) literacy levels were assigned to all subjects. In addition to ABE levels, English as a Second Language (ESL) levels were assigned to all subjects who identified as nonnative speakers of English on the background questionnaire.

Table 3.

NRS Educational Functioning Levels, CASAS Score Ranges, and Grade Level Comparisons

NRS Educational Functioning Levels			Basic Skills	CASAS Score Ranges*	Grade
EFL	ABE	ESL	Competency		Level
1	--	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2	--	Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
	Beginning Basic			201-2015	2
4	Education	Low Intermediate ESL		206-210	3
	Low Intermediate			211-215	4
5	Basic Education	High Intermediate ESL		216-220	5
	High Intermediate			221-225	6
	Basic Education			226-230	7
6		Advanced ESL		231-235	8
	Low Adult Secondary			236-240	9
7	Education	--	Not Basic Skills Deficient	241-245	10
	High Adult Secondary			246-250	11
8	Education	--		251 and above	12

CASAS, 2015

Cross-tabulation was used to show relationships between reading levels and responses on the background questionnaire. The T-Test Procedure and the General Linear Model (GLM) Procedure were used within the Statistical Analysis System (SAS) to conduct a correlational analysis between CASAS scores and survey responses.

Comparisons between this study's findings and the NAAL and NALS literacy rates were based on level comparisons derived by a 1995 GED-NALS comparison study conducted by Baldwin, Kirsch, Rock and Yamamoto (refer to Appendix I). Using the findings from Baldwin, et al's (1996) study, CASAS (1996) asserted that reading scale scores 230 or below are approximately equivalent to a NALS Level 1 or a NAAL Below Basic Prose Literacy Skills level, the indicator used to report the national illiteracy rates (Table 4).

Table 4.

Relationship between CASAS Reading Scores and Approximate NALS Levels

CASAS Reading Scores	CASAS Levels	Approximate NALS Levels	Approximate NALS Scores from Prose and Document Scales
=230	A/B/C	1	170-177
231-240	C/D	2	227-231
241-245	D	2	**
241	D	2	264-270

CASAS, 1996

Summary

In conclusion, a quantitative research design that incorporated a correlational case study was used to test the hypothesis that the adult illiteracy rate in the WHZ will be higher than the most recent estimations for the city of Grand Rapids as a whole. The study sampled 198 adult residents in the WHZ and utilized local organizations as testing sites and for assistance with recruiting. The instrumentation used was the CASAS Form 80 Reading Appraisal and a background questionnaire.

Chapter Four: Results

Context

This section will describe the demographic characteristics of the West Hope Zone population and then of the 198 subjects in the study.

West Hope Zone Demographics. Of the 6,954 people living in the Grand Rapids West Hope Zone (WHZ) neighborhood (CRI, 2015, as cited by the U.S. Census Bureau, Census 2010 Summary File), 198 adults were involved in this study. This section will describe relevant demographic data about the WHZ population as a whole.

The racial/ethnic breakdown of the total WHZ population was as follows: 13.1 percent Black or African American, 71.2 percent Hispanic or Latino, and 12.5 percent White (See Figure 3) (CRI, 2015).

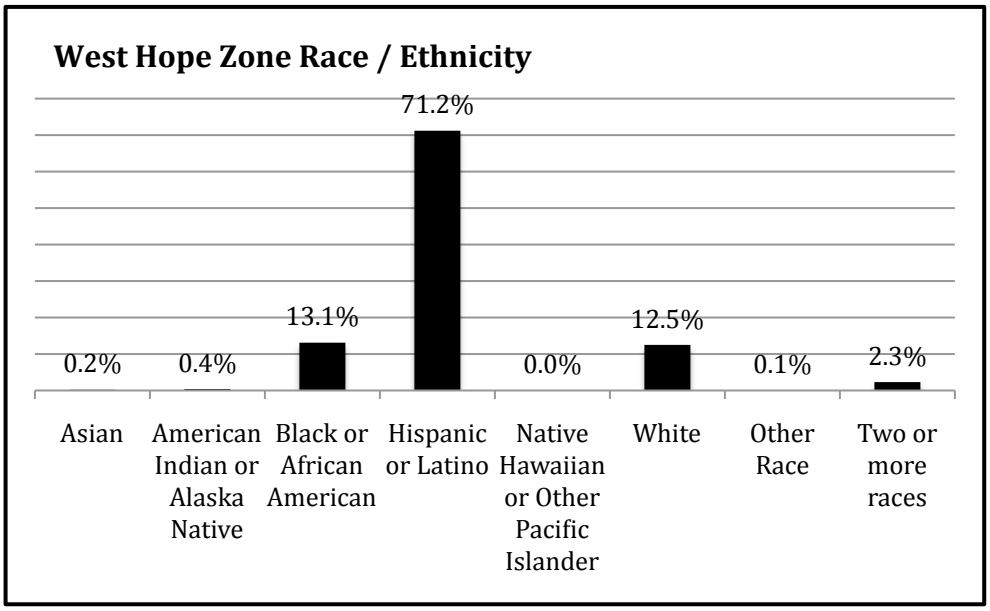

Figure 3. West Hope Zone Race / Ethnicity

Among the sample population, 57.1 percent were born in the United States of America, 19.7 percent in Mexico, and 7.1 percent in Guatemala (See Figure 4) (CRI, 2015).

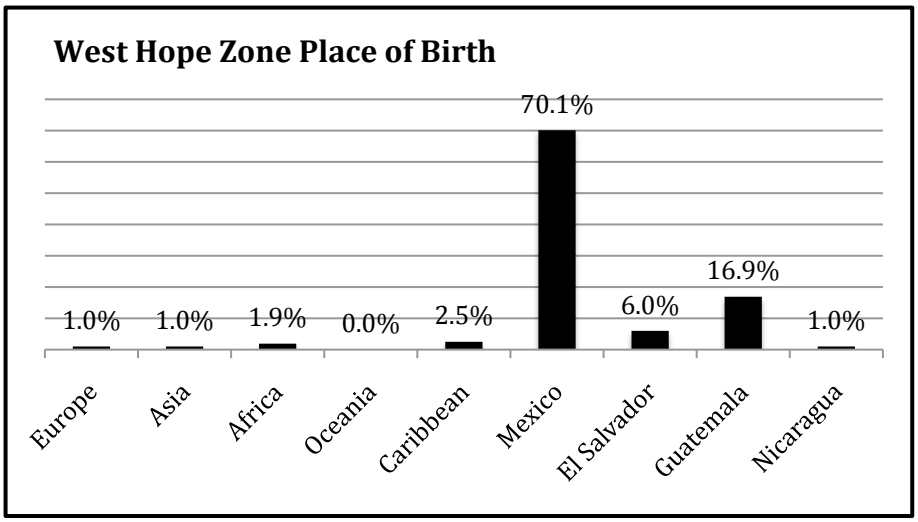

Figure 4. West Hope Zone Place of Birth for Foreign Born Population

Languages spoken at home among the WHZ population were as follows: 36.4 percent English only and 62.5 percent Spanish (See Figure 5) (CRI, 2015).

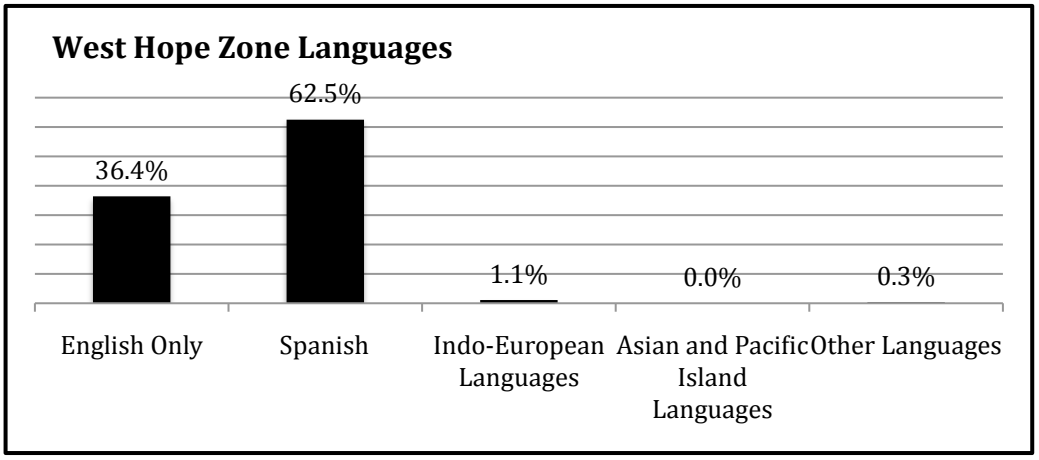

Figure 5. West Hope Zone Languages Spoken at Home

Education levels among the WHZ population were as follows: 49.8 percent no high school diploma and 44.9 percent high school diploma or GED equivalent only (Figure 6) (CRI, 2015).

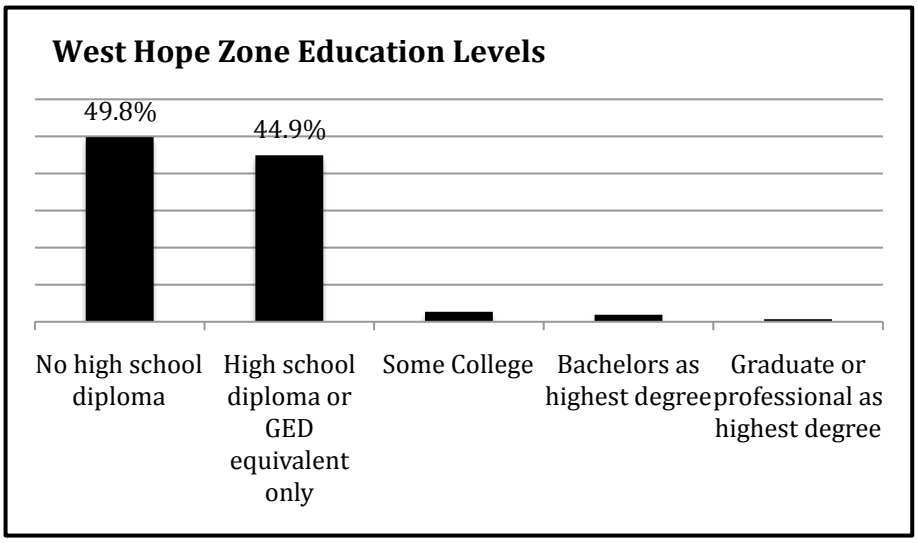

Figure 6. West Hope Zone Highest Level of Education

CRI Community Profile website reported 27.4 percent of the population was below poverty (2015). Income levels among the WHZ population were as follows: 16.8 percent $0.00-$10,000, 21.6 percent $10,000-$20,000, 15.9 percent $20,000-$30,000, 16.7 percent $30,000-$40,000, 8.7 percent $40,000-$50,000, and 19.7 percent $50,000 or more (See Figure 7) (CRI, 2015).

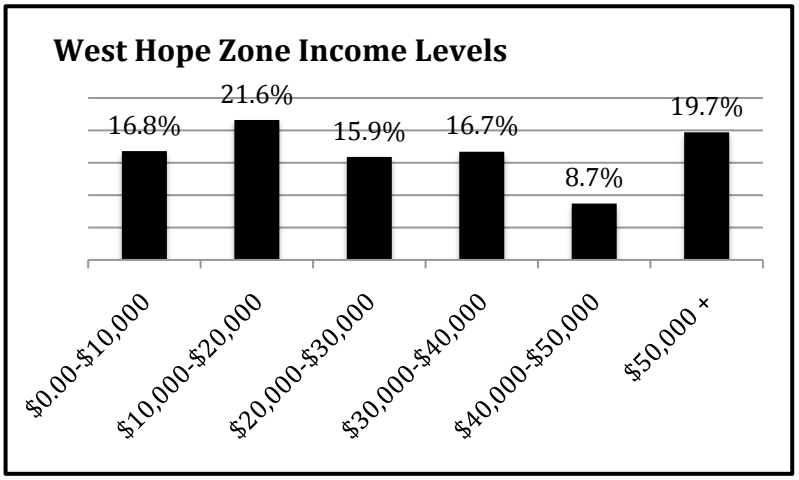

Figure 7. West Hope Zone Income Ranges

Adult age ranges among the WHZ population were as follows: 13.3 percent 18-24 years old, 16.6 percent 25-34 years old, 12.6 percent 35-44 years old, 14.9 percent 45-64 years old, 3.7 percent over 65 years old (See Figure 8) (CRI, 2015).

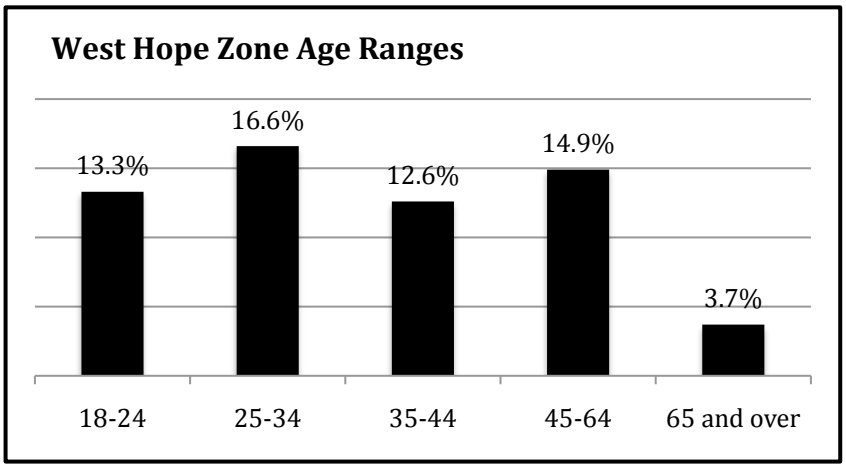

Figure 8. West Hope Zone Age Ranges

Sample Population Demographics. The sample population was comprised of 198 subjects with an average response rate of 85.7 percent. Individual survey item response rates are detailed in the following description.

Among the sample population, the race/ethnicity breakdown dominated by the following: 16.7 percent Black or African American, 42.9 percent Hispanic or Latino, and 14.1 percent White. The response rate for this item was 87.4 percent (See Figure 9).

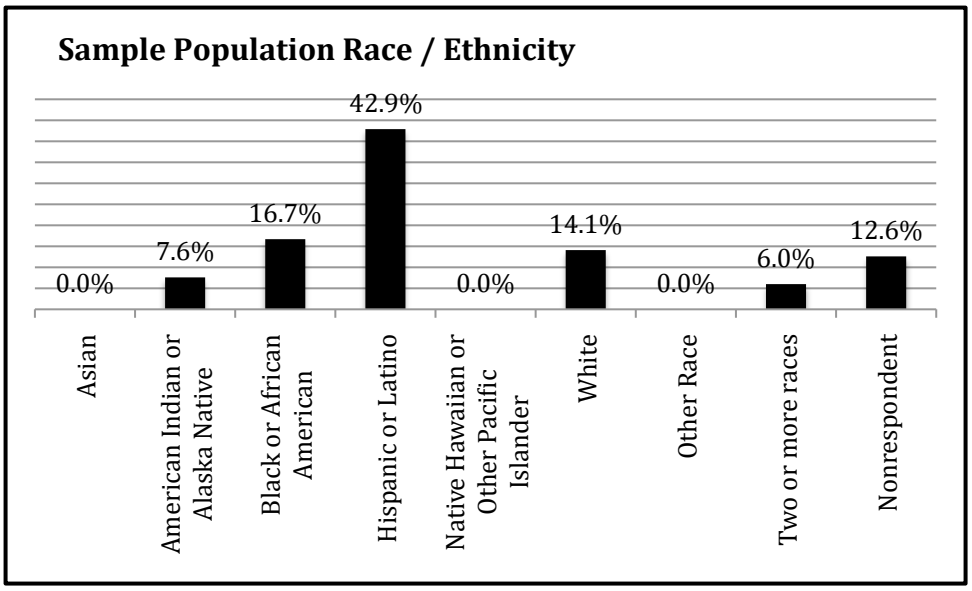

Figure 9. Sample Population Race / Ethnicity

Of the sample population, 57.1 percent said they were born in the United States of America, 19.7 percent in Mexico, and 7.1 percent in Guatemala. The response rate for this item was 86.9 percent (See Figure 10).

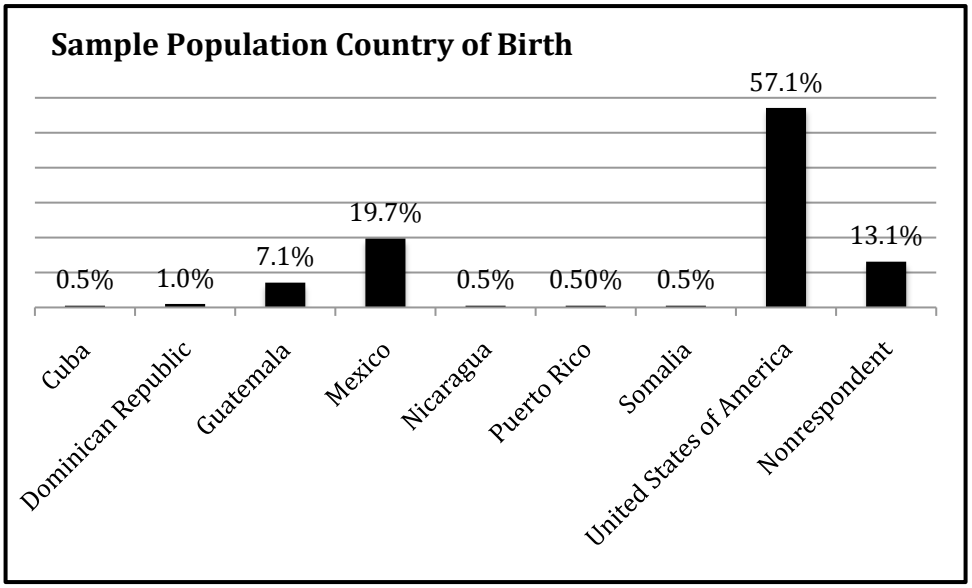

Figure 10. Sample Population Country of Birth

The sample population reported that 53.5 percent spoke English as a first language and 34.3 percent spoke Spanish as a first language. The response rate for this item was 89.4 percent (See Figure 11).

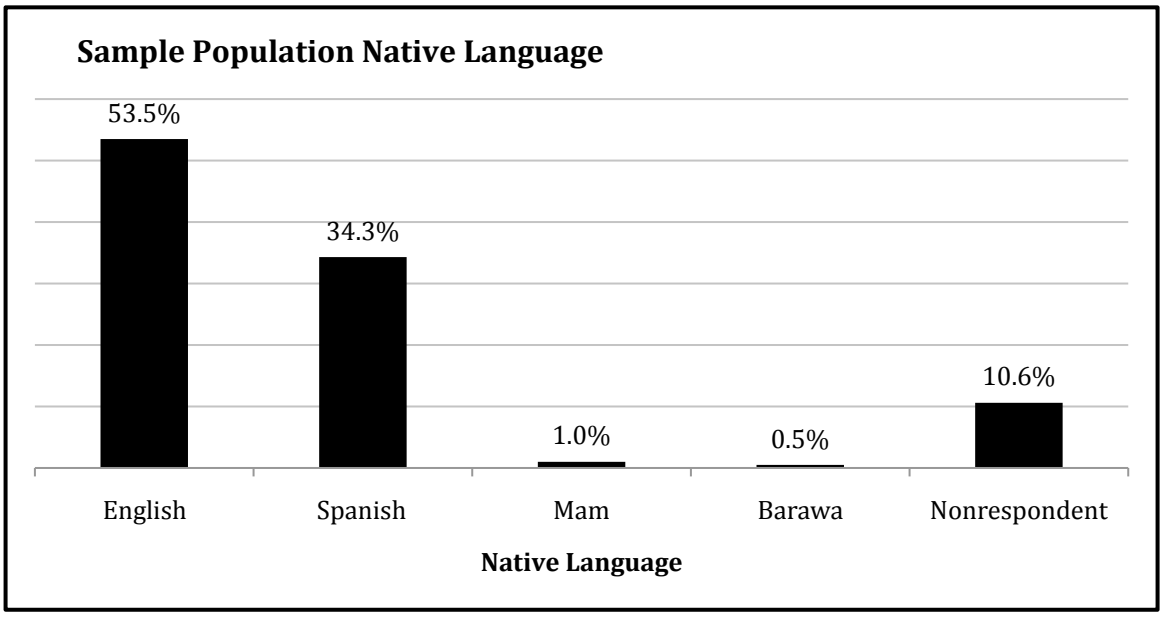

Figure 11. Sample Population Native Language

Education levels among the sample population were similar to the overall population: 40.9 percent no high school diploma, 28.3 percent high school diploma or GED equivalent only, and 12.6 percent some college. The response rate for this item was 85.4 percent (See Figure 12).

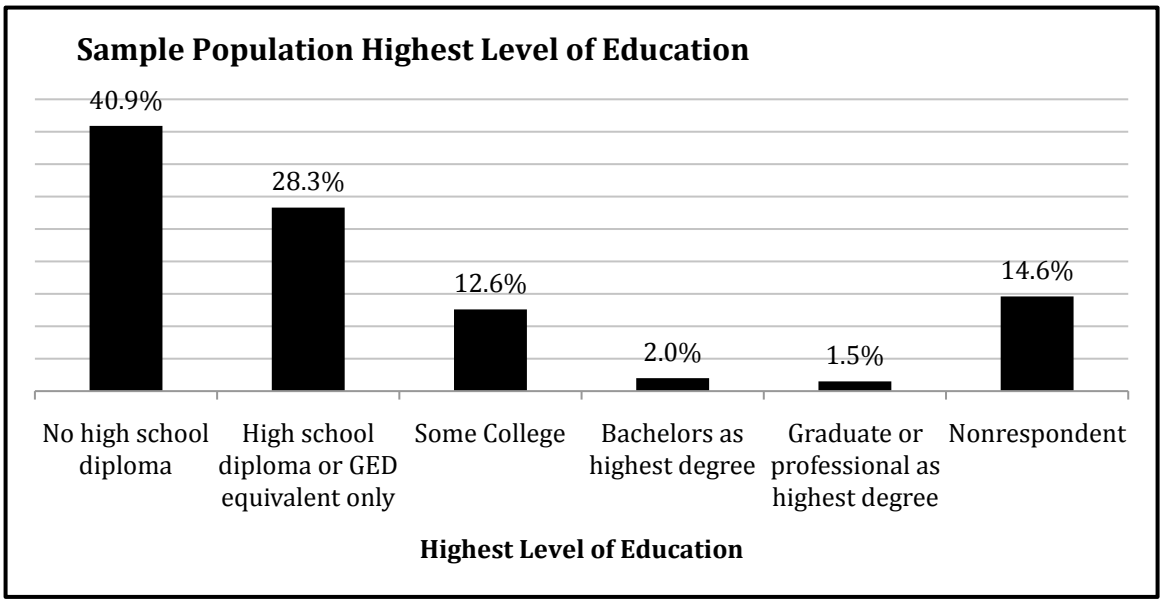

Figure 12. Sample Population Highest Level of Education

Income levels among the sample population were as follows: 38.9 percent $0.00-$10,000, 22.2 percent $10,000-$20,000, 10.1 percent $20,000-$30,000, 4.5 percent $30,000-$40,000, 1.0 percent $40,000-$50,000, and 3.0 percent $50,000 or more. The response rate for this item was 79.8 percent.

Adult age ranges among the sample population were as follows: 10.6 percent 18-24 years old, 23.2 percent 25-34 years old, 21.7 percent 35-44 years old, 24.7 percent 45-64 years old, 5.6 percent over 65 years old. The response rate for this item was 85.9 percent.

Gender/Sex identifications among the sample population were as follows: 22.2 percent identified as Male, 63.1 percent identified as Female, and 0.0 percent identified as Other. There was an 85.4 percent response rate to this item.

The number of children ages zero to five years old reported to be living in the household were as follows: 75 subjects reported no children ages zero to five, 62 reported one to two, 21 reported three to five, and three reported six or more. There were 37 non-respondents for this item. The number of children ages six to seventeen living in the household were as follows: 69

subjects reported no children ages six to seventeen, 61 reported one to two, 16 reported three to five, seven reported six or more. There were 45 non-respondents for this item.

Findings

Research Question 1

What is the overall adult English literacy rate in the Grand Rapids West Hope Zone?

According to this study's findings, the overall English illiteracy rate in the Grand Rapids West Hope Zone is higher than the most recent estimations published by NALS (1992)--21 percent--for the city of Grand Rapids as a whole. In this study 198 subjects responded to the CASAS Form 80 Reading Appraisal portion of the study with a 99 percent response rate. The average raw score earned was 14 correct out of 25 items. The average CASAS scale score was 216 which falls into the Intermediate Basic Skills--211 to 220 scale score range—category (See Figure 13) and corresponds to a fifth grade reading level (CASAS, 2015).

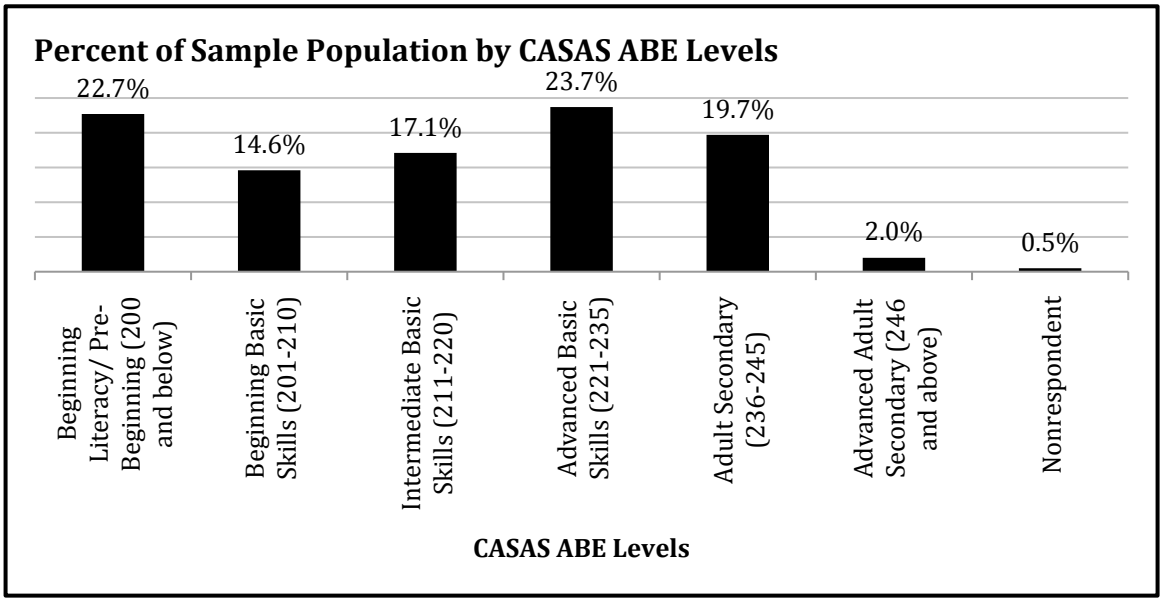

Figure 13. Percent of Sample Population by CASAS ABE Levels

According to the NRS Educational Functioning Levels (See Appendix I), a scale score of 235 and below corresponds with an eighth grade reading level and below and indicates that one is basic skills deficient, while a scale score of 236 and above corresponds with a ninth grade reading level or above and indicates that one is not basic skills deficient. According to this study, 155 subjects or 78 percent achieved a scale score of 235 and below, and 42 subjects or 21 percent achieved a scale score of 236 (See Table 5).

Table 5.

Classification of Subjects by CASAS ABE Level Categories

	Beginning Literacy/ Pre-Beginning/ 1st grade (200 and below)	Beginning Basic Skills/ 2nd-3rd grade (201-210)	Intermediate Basic Skills/ 4th-5th grade (211-220)	Advanced Basic Skills/ 6th-8th grade (221-230)	Advanced Basic Skills/ 6th-8th grade (231-235)	Adult Secondary/ 9th-10th grade (236-245)	Advanced Adult Secondary/ 11th-12th grade (246 and above)
Native Speakers of English	14	13	20	36	6	30	3
Nonnative Speakers of English	31	16	14	4	1	9	0
Total	45	29	34	40	7	39	3

The findings show that the overall adult English literacy rate falls below that of the most recent estimations from NALS (1992) and NAAL (2003). According to a comparison made by CASAS (1996) with the Baldwin, et. al (1996) GED-NALS study, a CASAS scale score of 230 or below is equivalent to NALS Level 1 literacy or NAAL Below Basic Prose Literacy Skills (BPLS), the literacy level used to calculate the national illiteracy rates (See Appendix I). This

study reported that 148 subjects or 75% received a scale score of 230 or below. Therefore, the illiteracy rate for the West Hope Zone is approximately 75% compared to the illiteracy rates for Michigan at 8% (NAAL, 2003), Kent County at 8% (NAAL, 2003), and Grand Rapids at 21% (NALS, 1992).

Research Question 2

What is the adult literacy rate in English for native and non-native speakers in the Grand Rapids West Hope Zone?

One hundred twenty-two native speakers of English responded to the CASAS Form 80 Reading Appraisal with an average raw score of 16 correct out of 25 items and a calculated scale score of 223. The 223 scale score corresponds with a sixth grade reading level and falls within the Advanced Basic Skills within the 221 to 235 scale score range category. Native speakers of English outperformed nonnative speakers of English with average scores of 223 and 204 respectively (See Figure 14).

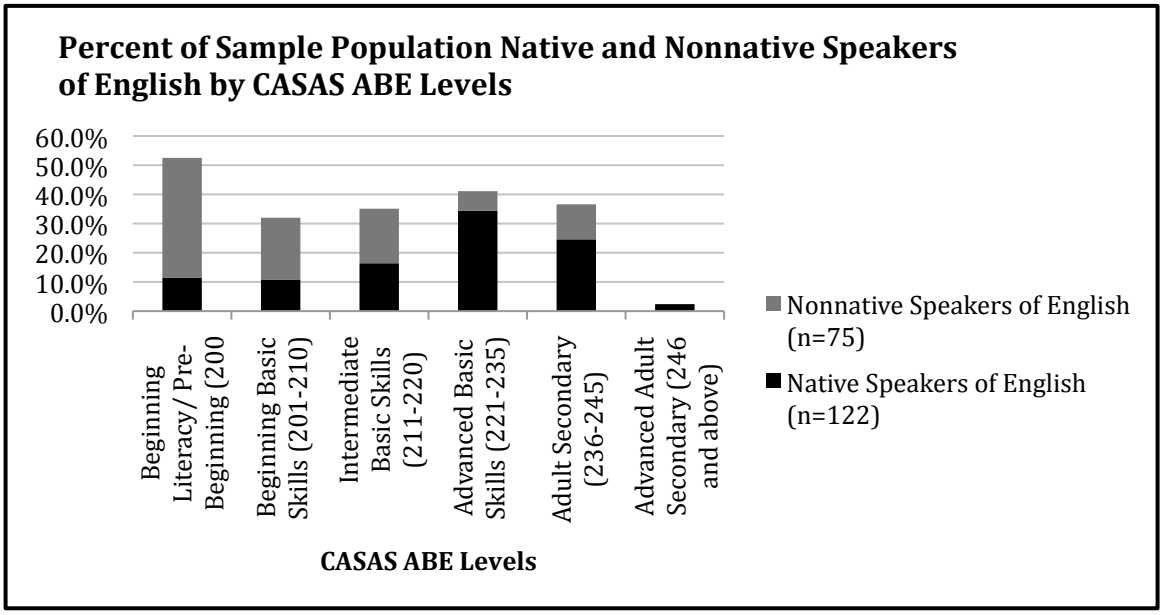

Figure 14. Percent of Sample Native and Nonnative Speakers of English by CASAS ABE Levels

Seventy-five nonnative speakers of English responded to the CASAS Form 80 Reading Appraisal with an average raw score of 10 correct out of 25 items and scale score of 204. The 204 scale score corresponds to a second grade reading level in English and the ABE Beginning Basic Skills within the 201 to 210 scale score range category (See Figure 14). The 204 score also corresponds to the Low Intermediate ELL--201 to 210 scale score range--category, specifically designed for nonnative speakers of English (See Figure 15).

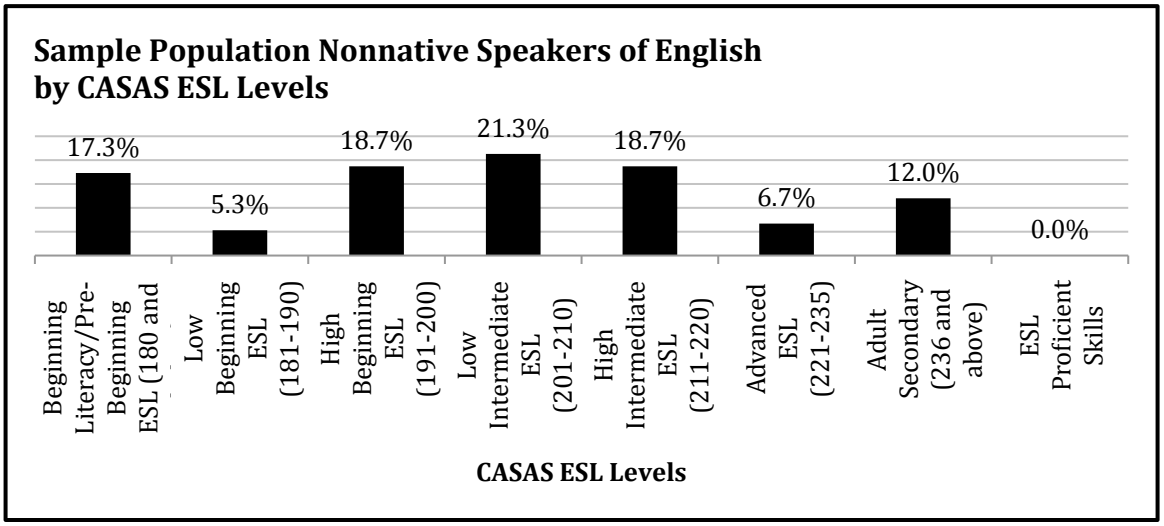

Figure 15. Sample Population Nonnative Speakers of English by CASAS ESL Levels

Of the 122 subjects who reported to be native speakers of English, 83 or 68% received a scale score of 230 or below. Of the 75 subjects who reported to be nonnative speakers of English, 65 or 87% received a scale score of 230 or below (Table 6). The CASAS 230 scale score or below is approximately equivalent to the measurements used by NALS (1992) and NAAL (2003) to report national illiteracy rates (CASAS, 1996).

Research Question 3

What factors influence the adult English literacy rate for nonnative speakers of English in the Grand Rapids West Hope Zone?

Nonnative speakers of English with higher levels of income did not report similar or higher levels of English literacy than native speakers of English. Level of education, however, did correlate with English literacy levels. Using the General Linear Model (GLM) Procedure in the Statistical Analysis System (SAS), CASAS scores of native and nonnative speakers of English were compared with the following sources: ethnicity, first language, age, education, income, frequency that adults help the subject read in English, difficult reading in L1, frequency of reading in English, frequency that adults help the subject translate/interpret into English, and frequency that children help the subject translate/interpret into English. All of the p-values for the predictor variables are included in Table 6 below. The only moderately significant predictor was highest level of education, with a p-value of P=0.0572. Other significant predictors were perception of reading level and the frequency that other adults and children helped subjects translate/interpret information in English.

Highest Level of Education

Highest level of education is significant in predicting the average CASAS scale score when no other predictors are included in the general linear model (See Table 6). Subjects who attended some college or more reported higher English literacy levels than those with no experience in school to a high school diploma or GED as their highest level of education.

Table 6.

Relationship between CASAS Scale Scores and Background Survey Responses

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Ethnicity	1	50.3368696	50.3368696	0.80	0.4054
First language	1	170.1542084	170.1542084	2.71	0.1511
Age	3	79.5564947	26.5188316	0.42	0.7444
Highest level of education	2	602.1009906	301.0504953	4.79	0.0572
Income	2	55.1365874	27.5682937	0.44	0.6642
Frequency that adults help subject read in English	2	44.0367860	22.0183930	0.35	0.7181
Difficulty reading in first language	2	17.0763170	8.5381585	0.14	0.8757
Frequency of reading in English	2	278.0463930	139.0231965	2.21	0.1909
Frequency that adults help subject translate/ interpret information in English	2	189.7335808	94.8667904	1.51	0.2946
Frequency that children help subject translate/interpret	2	199.5146601	99.7573300	1.59	0.2799

The GLM Procedure and the Bonferroni (Dunn) t tests in SAS were used to calculate correlations between level of education and scale scores for native and nonnative speakers of English. This test controls the Type I experimentwise error rate, but it generally has a higher Type II error rate than Tukey's for all pairwise comparisons.

The mean CASAS scale score difference between those with some college or more and those with a high school diploma or GED is approximately 9.368. The 95 percent confidence interval for this average difference is (1.515, 17.221). Therefore, I am 95 percent confident that the average CASAS scale score for those with some college or more is between 1.515 and 17.221 points greater than for those with a high school diploma or GED.

The mean CASAS scale score difference between those with some college or more and those with none or some high school is approximately 18.065. The 95 percent confidence interval for this average difference is (9.819, 26.311). Therefore, I am 95 percent confident that the average CASAS scale score for those with some college or more is between 9.819 and 26.311 points greater than for those with none or some high school.

The mean CASAS scale score difference between those with a high school diploma or GED and those with none or some high school is approximately 8.697. The 95 percent confidence interval for this average difference is (1.486, 15.904). Therefore, I am 95 percent confident that the average CASAS scale score for those with a high school diploma or GED is between 1.486 and 15.904 points greater than for those with none or some high school.

In summary, those with some college or more had a greater CASAS scale score, on average, compared to those with a high school diploma or GED, and those with none to some high school. Those with a high school diploma or GED had a greater CASAS scale score, on

average, than those with none to some high school. No other pairwise comparisons were significant (See Table 7).

Table 7.

Relationship between CASAS Scale Scores and Highest Level of Education

	Difference Between Means	Simultaneous 95% Confidence Limits		Comparisons Significant at the 0.05 Level Are Indicated by ***
Some College / High School Diploma or GED	9.368	1.515	17.221	***
Some College / None to Some High School	18.065	9,819	26.3122	***
High School Diploma or GED / Some College	-9.368	-17.221	-1.515	***
High School Diploma or GED / None to Some High School	8.697	1.489	15.904	***
None to Some High School / Some College or More	-18.065	-26.311	-9.819	***
None to Some High School / High School Diploma or GED	-8.697	-15.904	-1.489	***

Perceived Difficulty Reading in English

How difficult it is for those that took the survey to read in English was a significant predictor (P=0.0043) of the average CASAS scale score, when no other predictors were included in the general linear model. Subjects who said it is easy to read in English developed greater English literacy skills than those who said they are neutral in reading English.

The mean difference CASAS scale score between those that responded easy and those that responded neutral is approximately 11.766. The 95 percent confidence interval for this average difference is (1.017, 22.514). I am 95 percent confident that the average CASAS scale score for those that say it is easy to read English is between 1.017 and 22.514 points greater than for those that say they are neutral in reading English.

In summary, the mean CASAS scale score is significantly greater for those that said reading English is easy than those that responded neutral. No other pairwise comparisons were significant (See Table 8).

Table 8.

Mean CASAS Scale Score and Perception of Difficulty of Reading Compared

	Difference Between Means	Simultaneous 95% Confidence Limits		Comparisons significant at the 0.05 level are indicated by ***
Easy - Neutral	11.766	1.017	22.514	***
Easy - Difficult	15.099	-1.029	31.227	
Neutral – Easy	-11.766	-22.514	-1.017	***
Neutral – Difficult	3.333	-15.404	22.071	
Difficult - Easy	-15.099	-31.227	1.029	
Difficult - Neutral	-3.333	-22.071	15.404	

Frequency Other Adults and Children Help Interpret Information in English

How often adults read information for respondents in English was a significant predictor (P=0.0005) of the average CASAS scale score, when no other predictors were included in the general linear model. How often children translate/interpret information in English for respondents was significant (P=0.0021) in predicting average CASAS scale score, when no other predictors were included in the general linear model. Those who reported that they never have

help interpreting information in English developed higher English literacy skills than those who often do or are neutral in receiving help.

The mean difference in CASAS scale score between those that never have adults help them read information in English and those that often have adults help them read information in English is approximately 7.883. The 95 percent confidence interval for this average difference is (0.030, 15.735). Therefore, I am 95 percent confident that the average CASAS scale score for those that never have other adults help them read information in English is between 0.030 and 15.735 points greater than for those that often have other adults help them read information in English (See Table 9).

The mean difference in CASAS scale score between those that never have adults help them read information in English and those that responded neutral is approximately 15.613. The 95 percent confidence interval for this average difference is (5.248, 25.979). I am 95 percent confident that the average CASAS scale score for those that never have other adults help read information in English is between 5.248 and 25.979 points greater than for those that responded neutral.

In summary, the average CASAS scale score was significantly greater for those that never have other adults help them read information in English than for those that often do or those that responded neutral. No other pairwise comparisons were significant.

Table 9.

Mean CASAS Scale Score and the Frequency Other Adults Help with Reading in English

	Difference Between Means	Simultaneous 95% Confidence Limits		Comparisons significant at the 0.05 level are indicated by ***
Never – Often	7.883	0.030	15.735	***
Never – Neutral	15.613	5.248	25.979	***
Often - Never	-7.883	-15.735	-0.030	***
Often - Neutral	7.731	-3.989	19.451	
Neutral - Never	-15.613	-25.979	-5.248	***
Neutral - Often	-7.731	-19.451	3.989	

Summary

In conclusion, the overall adult English literacy rate in the Grand Rapids West Hope Zone is lower than the most recent estimates for Grand Rapids, Michigan. Level of education is the best predictor of English literacy for both native and nonnative speakers of English. Other predictors are difficulty reading in English and the frequency of which adults and children help reading, interpreting, and translating into English.

The final chapter will discuss conclusions derived from this study and recommendations for the Grand Rapids West Hope Zone in further detail.

Chapter Five: Conclusion

Summary of the Study

The purpose of this study is to identify the adult literacy rate in the Grand Rapids West Hope Zone (WHZ). The end goal of the study is to provide data that both policy makers and literacy stakeholders can use to advocate for targeted services and programs in and out of schools.

Because of demographic changes in the last decade in the WHZ, there is a need to update literacy programs through a systematic analysis of needs. The most current adult literacy data about Grand Rapids does not tell the whole story; each neighborhood is unique and requires customized solutions to literacy development. Therefore, additional investigation in each neighborhood is needed to understand current literacy-specific needs.

A quantitative correlational case study was used to identify the adult English literacy rate for native and nonnative speakers of English in the WHZ. Instrumentation used were the CASAS Form 80 Reading Appraisal and a customized survey. One hundred ninety-eight subjects participated in the study by registering and attending a session at a participating organization. I administered the CASAS assessment and the survey with a Spanish interpreter if necessary.

The findings revealed that the adult English literacy rate in the WHZ is significantly lower than that of Grand Rapids as a whole. They also showed that native speakers of English outperformed nonnative speakers of English in English literacy. The only specific predictor of higher achievement by nonnative speakers of English was their level of education.

Conclusions

As hypothesized, the illiteracy rate in the Grand Rapids West Hope Zone is higher than in the city of Grand Rapids as a whole. According to this study, 75 percent of subjects assessed in the Grand Rapids West Hope Zone were basic skills deficient in English reading as measured by CASAS scale scores. The most recent illiteracy rate estimation for the city of Grand Rapids as a whole was 21 percent (NALS, 1992).

Native speakers of English revealed a higher literacy rate in English than nonnative speakers of English in the WHZ. Sixty-eight (68) percent of native speakers of English as opposed to 87 percent of nonnative speakers of English were basic skills deficient in English reading as measured by CASAS scores. Nonnative speakers of English with higher levels of education reported similar or higher levels of English literacy to native speakers of English.

Three indicators significantly predicted CASAS scores, highest level of education, perceptions of individual English reading abilities, and whether a person needs help from adults or children to read in English. Those with a high school diploma or GED had a greater CASAS scale score, on average, than those with none to some high school. On average those who said it is easy to read in English as opposed to those who said they are neutral about their ability to read in English scored higher on the CASAS reading assessment. Nonnative speakers of English who receive help from either adults or children to read information they need in English are less likely to possess the basic English literacy skills needed for everyday life.

Discussion

This section discusses the implications of the findings of this study. It begins with the overall English literacy rates compared to the most recent national studies. It then considers

English literacy for native versus nonnative speakers of English. Finally, this section examines the significant predictors of literacy levels, highest level of education, perceptions of difficulty of reading in English, and the frequency of which other adults and children help one read in English.

Overall English Literacy Rates

It is important to use caution when comparing English literacy rate findings of this study with NALS (1992) and NAAL (2003) literacy rates. First, the instrument used for this study, the CASAS Form 80 Reading Appraisal, is a 25 item multiple-choice assessment, whereas the literacy assessment used for NALS and NAAL was a brief, written short answer. Additionally, the GED-NALS study conducted by Baldwin, et al (1996) used in this study for making comparisons between CASAS scale scores and current literacy rates was not originally designed for comparing CASAS scores to NALS (1992) and NAAL (2003) literacy levels. The estimation that CASAS reading scale scores 230 or below are approximately equivalent to a NALS Level 1 was developed by the CASAS company based on NRS level comparisons for people who took the GED and the NALS in the GED-NALS study (Baldwin, 1996). Therefore, any comparisons made by this study will have a large margin of error, just as the national literacy surveys do (NCES, 2015).

The most recent Michigan and Kent County estimations for the percent of the population lacking basic prose English literacy skills were reported by NAAL in 2003. The most recent estimate for Grand Rapids was reported by NALS in 1992. Estimations reported by NAAL and NALS contain a 95 percent credible interval. According to NALS (1992), 12 percent (8.5 percent lower bound to 16.2 percent upper bound) in Michigan lacked basic English literacy skills, 9 percent (4.4 percent lower bound to 18.1 percent upper bound) in Kent County, and 21 percent in Grand Rapids. The NAAL (2003) study

reported that 8 percent (6.2 percent lower bound to 11 percent upper bound) in Michigan and 8 percent (3.8 percent lower bound to 14.6 percent upper bound) in Kent County lacked basic prose English literacy skills. According to this WHZ study, 75 percent of respondents lacked basic prose English literacy skills (See Table 10).

Table 10.

State, County, City, WHZ Percentage Lacking Basic Prose English Literacy Skills

Percent lacking basic prose English literacy skills	Michigan	Kent County	Grand Rapids	WHZ
NALS (1992)	12% (8.5%-16.2%)	9% (4.4%-18.1%)	21%	--
NAAL (2003)	8% (6.2%-11%)	8% (3.8%-14.6%)	--	--
GRALS (2014)	--	--	--	75%

National Center for Education Statistics, 2015

Although the comparisons between this WHZ study and the NAAL and NALS studies are not perfect, the contrast between the 75 percent low literacy rate in the WHZ study and the estimated 21 percent low literacy rate in Grand Rapids and 8 percent in both Kent County and Michigan is striking.

English Literacy Rates for Native and Nonnative Speakers of English

This study highlights the importance of incorporating smaller community-level data into large-scale literacy research. The large disparity between the English literacy rate in the WHZ and Grand Rapids, Kent County, and Michigan indicates that the WHZ is situated differently within the larger community. The WHZ community may connect to multiple discourses, reading, writing, speaking, and listening differently than the larger community (Gee, 2011). In the case of the WHZ, it is possible that the Spanish literacy rate is comparable to the Grand Rapids English literacy estimation. It is possible that the WHZ reads the world through the lens of its Hispanic or Latino heritage, and that when the mayor of Grand Rapids desires a "community that reads," this WHZ community may interpret what that means differently. In the broader sense, the unique socio-cultural dynamics of each neighborhood define which literacies are most necessary for its residents. Reporting literacy rates in general should then be reported with caution and care to acknowledge the multi-faceted aspects of literacy and unique characteristics of each neighborhood.

Education Levels

The findings of this study have educational implications for the WHZ neighborhood and its literacy providers. The study revealed that a higher level of education in any language correlates with higher English literacy levels. According to CRI (2015), 49.8 percent of the WHZ adult population does not hold a high school diploma. About 62.5 percent of the WHZ residents speak Spanish at home (CRI, 2015). Knowing this, the availability of Spanish language literacy programs, English literacy programs, concurrent bilingual English/Spanish literacy programs, and high school diploma or GED equivalent programs could support the overall English literacy rate in the neighborhood. Other educational efforts in support of children graduating from high

school and furthering their education will in time make a difference for the English literacy rate in the WHZ.

Perceived Difficulties Reading in English

This study reported that subjects who perceived that reading English was easy for them were more likely to have higher English literacy skills than those who were neutral about their ability to read in English. Self-reported literacy numbers have not always been accurate, as revealed in the World War I army screening exam that showed epidemic levels of low literacy contrasting with self-reported numbers from an earlier Census Bureau finding (Campbell, Kirsch, and Kolstad, 1992). It may be that since 39 percent of the sample population reported to be nonnative speakers of English, the subjects for this study were more aware of their own shortcomings in English literacy.

Frequency that Adults and Children Help Read Information in English

Finally, this study also reported that respondents with lower levels of English literacy often use the assistance of adults and children to interpret and translate important information for them into English. It is necessary that WHZ neighborhood schools, businesses, and nonprofit organizations offer translated materials and competent adult interpreters in English and Spanish. However, it is also necessary that the Grand Rapids community considers how the WHZ is socio-culturally situated within the city, understanding that many residents from the WHZ read the world in Spanish and in other languages and dialects originating in Latin regions.

Recommendations

The following three predictors significantly correlated with CASAS English literacy scores: highest level of education, perceptions of individual English literacy abilities, and

whether a person used help from adults or children to read in English. The following recommendations are based on the above findings. First, it is recommended that the West Hope Zone provides its residents with opportunity for Spanish, English, and concurrent bilingual literacy classes. The second major recommendation for the WHZ is to offer Spanish translated materials and Spanish interpreters at all locations within the neighborhood, especially within schools and literacy organizations.

To gain further understanding of adult literacy in Grand Rapids, Michigan, I would recommend duplicating this study in each neighborhood, starting with the urban core--the Grand Rapids Central, South, and East Hope Zones--and gradually expanding throughout the entire city. It would be beneficial to include all four aspects of literacy by adding writing, speaking, and listening assessments. CASAS provides all three of these assessments, a listening test, a Six-Question Oral Screening, and a Two-Question Writing Screening. Since we know that L1 literacy supports L2 literacy, it would be ideal to assess L1 literacy to get a more accurate picture of adult literacy levels. A Spanish Reading Comprehension Test is available through CASAS, but the company does not assess reading comprehension in any language other than English and Spanish. A thorough study of reading assessments for the various languages represented in Grand Rapids would be necessary.

If this study were to be duplicated, translated materials and an interpreter should be provided for each of the various languages represented by subjects who are nonnative speakers of English, not just for native speakers of Spanish. More than one interpreter in the room at the same time would be useful in case more than one subject needs assistance with the survey simultaneously. Providing childcare and offering varying times and days for sessions to fit all work schedules would maximize efficiency and minimize distractions. And finally, it would be

necessary to develop a neighborhood mapping and screening tool for each new community after the Grand Rapids Hope Zones are assessed. For a more accurate sample of the neighborhood, I would recommend administering the assessment and survey at individual households in addition to neighborhood organizations.

It would be beneficial to analyze existing adult literacy programs and initiatives within the WHZ based on the findings of this study. In particular, a needs analysis should consider program aspects that address a learner's level of education, L1 literacy level, and ability to use literacy skills to be more independent. Advocacy and policy efforts should focus on the importance of education in any language, the value of L1 literacy, and the significance of literacy as a tool for independence.

To round out this study, conducting qualitative interviews about the lived experience of literacy in each neighborhood would greatly enhance understanding of the socio-cultural and historical context of adult literacy in Grand Rapids, Michigan. It would be useful to learn more about community perceptions, definitions, and historical literacy experiences with family, school, community, and media. This work would involve residents from each neighborhood and would in turn raise awareness about the need for literacy in all communities.

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Appendix

Appendix A.

Human Research Review Committee Determination Letter--Exempt

DATE:	July 11, 2014
TO:	Lindsay McHolme, BA
FROM:	Grand Valley State University Human Research Review Committee
STUDY TITLE:	[605831-2] Grand Rapids Adult Literacy Survey (GRALS)
REFERENCE #:	14-216-H
SUBMISSION TYPE:	Revision
ACTION:	EXEMPT
EFFECTIVE DATE:	July 11, 2014
REVIEW TYPE:	Exempt Review

Thank you for your submission of materials for your planned research study. It has been determined that this project: *IS COVERED* human subjects research* according to current federal regulations and MEETS eligibility for exempt determination under category 45 CFR 46.101()(2).

Exempt protocols do not require formal approval, renewal or closure by the HRRC. Any revision to exempt research that alters the risk/benefit ratio or affects eligibility for exempt review must be submitted to the HRRC using the *Change in Approved Protocol* form before changes are implemented.

Any research-related problem or event resulting in a fatality or hospitalization requires immediate notification to the Human Research Review Committee Chair, Dr. Paul J. Reitemeier, 616-331-3417 **AND** Human Research Protections Administrator, Mr. Jon Jellema, in the Office of the Provost, 616-331-2400. See *HRRC policy 1020, Unanticipated problems and adverse events.*

Exempt research studies are eligible for audits.

If you have any questions, please contact the Research Protections Program, Monday through Thursday, at (616) 331-3197 or rpp@gvsu.edu. The office observes all university holidays, and does not process applications during exam week or between academic terms. Please include your study title and reference number in all correspondence with our office.

*Research is a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge (45 CFR 46.102 (d)).

Appendix B.

West Hope Zone Discussion Group Agenda

Grand Rapids Adult Literacy Survey (GRALS) Focus Group
West Hope Zone Pilot—Summer 2014

1. **Welcome**
    a. *Thank you for attending!*
    b. *Introductions. Share your name, your organization, and one thing you love about the west side of Grand Rapids.*
2. **Purpose of GRALS Focus Group**
    a. Ensure that GRALS questions and results are useful for the entire community.
    b. Brainstorm to avoid any foreseeable harm to the community.
    c. Assistance in recruitment of GRALS participants.
3. **Brief Overview of the Research**
    a. Research Question:
        i. What is the adult literacy rate in Grand Rapids (WHZ)?
        ii. What factors influence the adult literacy rate in Grand Rapids (WHZ)?
        iii. How does the adult literacy rate in Grand Rapids (WHZ) affect the community?
    b. Procedures:
        i. CASAS Form 80 Reading Appraisal in English
        ii. Survey, translated into languages of the community
    c. Timeline:
        i. *May 2014:* Thesis preparation, IRB Board approval, committee hearing, focus groups
        ii. *June 2014:* Data collection
        iii. *July 2014*: Data analysis and conclusions
        iv. *August 2014:* WHZ pilot completed, preparation for publishing in community venues such as MITESOL conference, Community Literacy Summit, etc.
        v. *2014-2017:* Research completed in all of Grand Rapids following the neighborhood process used in the GRALS pilot
4. **Ask Focused Questions**
    a. Recruitment
        i. What are the most effective and respectful ways to recruit West Hope Zone participants?
        ii. Which languages should we have available for flyers and surveys?
        iii. Do you have any immediate concerns about the recruitment plan?
    b. Survey Questions
        i. Please take a moment to read through the survey questions.
            1. Are there any questions that should be reworded or should not be asked? Why?
            2. Are there any questions related to the research question that should be added?
            3. Do any of the survey questions pose a foreseeable harm to community members?
    a. Additional Concerns
        i. Do you have any additional concerns or ideas?
5. **Thank you!**
    a. Thanks again for your time and input!
    b. Your input will be used to improve GRALS research questions, procedures, and analysis.
6. **Next Steps**
    a. Please encourage community members to participate (we need 250 people)!
    b. Consider being a GRALS host site. See me at your earliest convenience!

Appendix C.

Permission to Use CASAS Form 80 Reading Appraisal

From: Jared Jacobsen [mailto:jjacobsen@casas.org]
Sent: Thursday, January 30, 2014 5:13 PM
To: Lindsay McHolme
Subject: RE: Question about CASAS and GRALS

Hi Linsday,

I confirmed with the research and development team and, yes, no problem on using CASAS assessments for your study. As per your training, please follow the normal procedures to maintain the security of the test items and booklets.

As I mentioned in our conversation, we would greatly appreciate if you could share the data/results, without any identifying examinee ID, on the CASAS Appraisal, CASAS Life and Work Reading Assessment, and WorkKeys assessments. As part of our test maintenance and continuing validation studies we would like to compare performance on the CASAS Appraisal to performance on the CASAS Life and Work Reading and WorkKeys assessments.

Please let me know if you can provide this data and good luck on your research study!

Sincerely,

Jared

Appendix D.

Definitions of Literacy by Study

Name of Study	Definition of Literacy
Programme for the International Assessment of Adult Competencies (PIAAC, 2012)	The ability to understand, evaluate, use and engage with written texts to participate in society, achieve one's goals, and develop one's knowledge and potential. (Organization for Economic Cooperation and Development, 2013)
Adult Literacy and Lifeskills Survey (ALL, 2003)	The knowledge and skills needed to understand and use information from text and other written formats. (Statistics Canada and Organization for Economic Cooperation and Development, 2005)
National Assessment of Adult Literacy (NAAL, 2003)	**Task-based (conceptual) definition:** The ability to use printed and written information to function in society, to achieve ones goals, and to develop one's knowledge and potential. **Skills-based (operational) definition:** Successful use of printed material is a product of two classes of skills: • Word-level reading skills • Higher level literacy skills (White and McCloskey, 2005)
International Adult Literacy Survey (IALS, 1994)	Using printed and written information to function in society, achieve one's goals, and to develop one's knowledge and potential. (Kirsch, 2001)
National Adult Literacy Survey (NALS, 1992)	Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. (Kirsch, Jungeblut, Jenkins, and Kolstad, 1993)
Department of Labor (DOL) Survey of Workplace Literacy (1990)	**Workplace literacy:** emphasizes the use of literacy skills in actual workplaces. (Kirsch, Jungeblut, and Campbell, 1992)
Young Adult Literacy Survey (YALS, 1985)	Using printed information to function in society, to achieve one's goals, and to develop one's knowledge and potential. (Kirsch and Jungeblut, 1986)

Appendix E.

National Adult Literacy Survey (NALS, 1992) Literacy Level Descriptors

Descriptions of the NALS Literacy Levels*

NALS Literacy Level Score Range	Prose Literacy Scale	Document Literacy Scale	Quantitative Literacy Scale
Level 1 (0 to 225)	Read short text to locate a single piece of easily identifiable information.	Locate a piece of information based on a literal match; enter personal information into a document.	Perform single, simple arithmetic operations, such as addition, using provided numbers and specified operations.
Level 2 (226 to 275)	Locate a single piece of information with distractors present; make low-level inferences; compare and contrast easily identifiable information.	Match a single piece of information, with distractors present; make low-level inferences; cycle through information or integrate data from parts of a document.	Perform a single operation using numbers provided or easily located; determine the operation to be performed from the format of the material.
Level 3 (276 to 325)	Match literal information in the text; make low-level inferences; integrate information from lengthy text; generate a response based on easily identifiable information.	Integrate multiple pieces of information from one or more documents; cycle through complex data or graphs which contain irrelevant information.	Locate two or more numbers in material; determine arithmetic operation from terms used in the task.
Level 4 (326 to 375)	Perform multiple feature matches of information; integrate or synthesize information from complex or lengthy passages; make complex inferences.	Perform multiple feature matches; cycle through documents; integrate information; make higher levels of inference.	Perform two or more sequential operations; use quantities found in different displays; infer operations from information provided or prior knowledge.
Level 5 (376 to 500)	Search for information in dense text; make high-level inferences; use background knowledge; contrast complex information.	Search through complex displays that contain multiple distractors; make high level, text-based inferences; use specialized knowledge.	Perform multiple operations sequentially; disembed features of problem from text; use background knowledge to determine quantities or operations needed.

Baldwin, et al., 1995

Appendix F.

National Assessment of Adult Literacy (NAAL, 2003) Level Descriptors

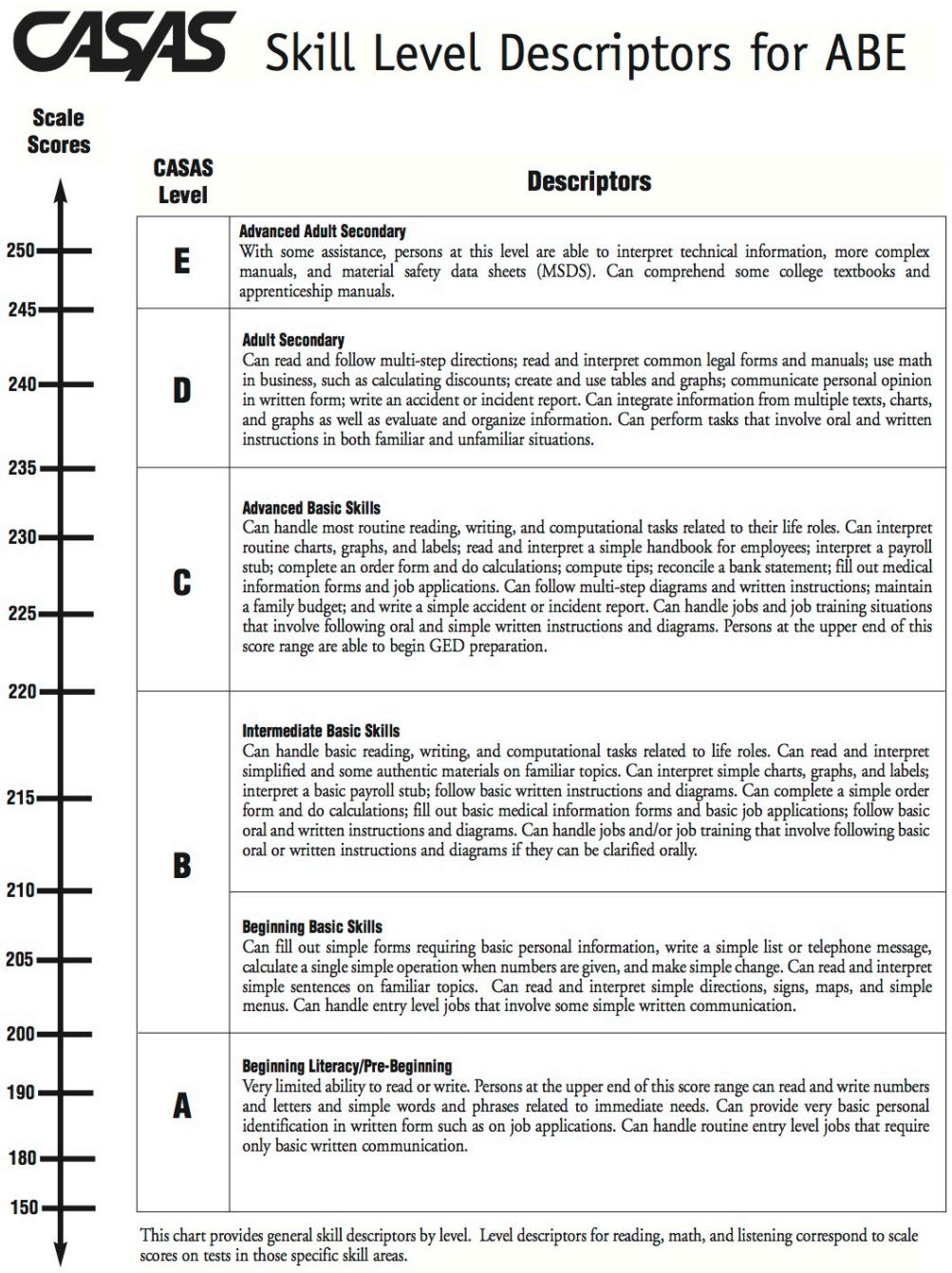
Descriptions of the NAAL Literacy Levels

Level, Definition, and Score Ranges	Key abilities associated with level
Below Basic indicates no more than the most simple and concrete literacy skills Prose (0-209) Document (0-204) Quantitative (0-234)	Adults at the *Below Basic* level range from being nonliterate in English to having the abilities listed below: • Locating easily identifiable information in short, commonplace **prose** texts • Locating easily identifiable information and following written instructions in simple **documents** (e.g., charts or forms) • Locating numbers and using them to perform simple **quantitative** operations (primarily addition) when the mathematical information is very concrete and familiar
Basic indicates skills necessary to perform simple and everyday literacy activities Prose (210-264) Document (205-249) Quantitative (235-289)	• Reading and understanding information in short, commonplace **prose** texts • Reading and understanding information in simple **documents** • Locating easily identifiable **quantitative** information and using it to solve simple, one-step problems when the arithmetic operation is specified or easily inferred
Intermediate indicates skills necessary to perform moderately challenging literacy activities Prose (340-500) Document (335-500) Quantitative (350-500)	• Reading and understanding moderately dense, less commonplace **prose** texts as well as summarizing, making simple inferences, determining cause and effect, and recognizing the author's purpose • Locating information in dense, complex **documents** and making simple inferences about the information • Locating less familiar **quantitative** information and using it to solve problems when the arithmetic operation is not specified or easily inferred
Proficient indicates skills necessary to perform more complex and challenging literacy activities Prose (340-500) Document (335-500) Quantitative (350-500)	• Reading lengthy, complex, abstract **prose** texts as well as synthesizing information and making complex inferences • Integrating, synthesizing, and analyzing multiple pieces of information located in complex **documents** • Locating more abstract **quantitative** information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex.

White and Dillow, 2005

Appendix G.

CASAS Level Descriptors for Adult Basic Education and English Language Learners



CASAS Skill Level Descriptors for ABE

Scale Scores	CASAS Level	Descriptors
250	E	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
225		
220	B	**Intermediate Basic Skills** Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
215		
210		**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
205		
200	A	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.
190		
180		
150		

This chart provides general skill descriptors by level. Level descriptors for reading, math, and listening correspond to scale scores on tests in those specific skill areas.

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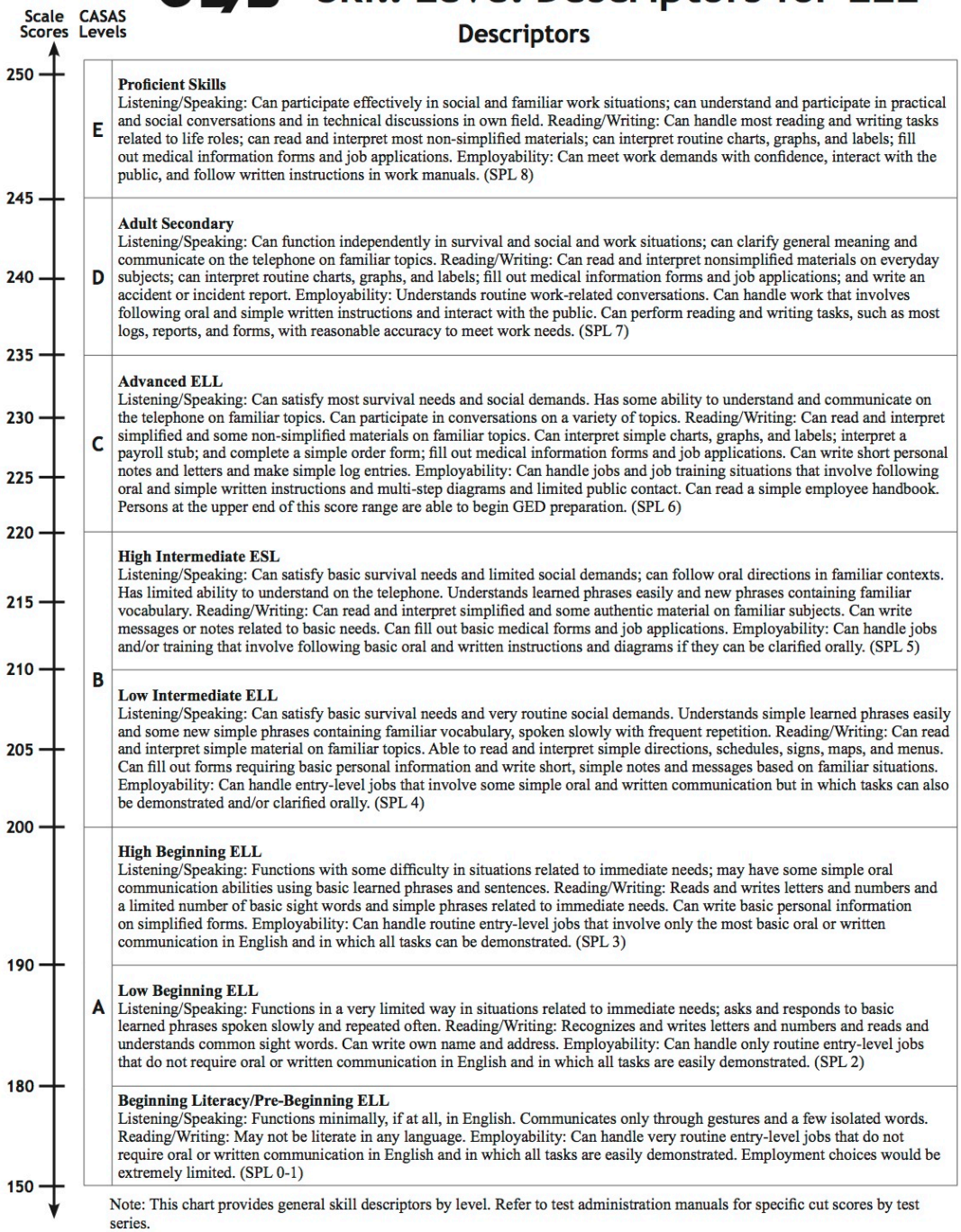
CASAS® Skill Level Descriptors for ELL



Scale Scores	CASAS Levels	Descriptors
250	E	**Proficient Skills** Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals. (SPL 8)
245		
240	D	**Adult Secondary** Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret nonsimplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs. (SPL 7)
235		
230	C	**Advanced ELL** Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation. (SPL 6)
225		
220	B	**High Intermediate ESL** Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. (SPL 5)
215		
210		**Low Intermediate ELL** Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally. (SPL 4)
205		
200	A	**High Beginning ELL** Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated. (SPL 3)
190		**Low Beginning ELL** Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. (SPL 2)
180		
150		**Beginning Literacy/Pre-Beginning ELL** Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited. (SPL 0-1)

Note: This chart provides general skill descriptors by level. Refer to test administration manuals for specific cut scores by test series.

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Appendix H.

Basic Skills Content Standards- Reading Appraisal Form 80R

	Item Description	Task		Competency		Basic Skills Content Standard
1.	Community location	3	2.4.4	Purchase stamps and other postal items and services	R1.1	Identify the letters of the English alphabet (upper and lower case)
					R1.2	Recognize that letters make words and words make sentences
					R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.12	Use supporting illustrations to interpret text
					R6.1	Predict the content of a text from title, pictures, type of material
2.	Common activity	3	0.1.2	Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)	R1.1	Identify the letters of the English alphabet (upper and lower case)
					R1.2	Recognize that letters make words and words make sentences
					R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds

	Item Description	Task		Competency		Basic Skills Content Standard
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.5	Interpret contractions
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.12	Use supporting illustrations to interpret text
					R6.1	Predict the content of a text from title, pictures, type of material
3.	Interior sign	4	2.2.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs	R1.1	Identify the letters of the English alphabet (upper and lower case)
					R1.2	Recognize that letters make words and words make sentences
					R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)

	Item Description	Task		Competency		Basic Skills Content Standard
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.12	Use supporting illustrations to interpret text
					R6.1	Predict the content of a text from title, pictures, type of material
4.	Work schedule	2	4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc	R1.1	Identify the letters of the English alphabet (upper and lower case)
			2.3.2	Identify the months of the year and the days of the week	R1.2	Recognize that letters make words and words make sentences
			2.3.1	Interpret clock time	R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
					R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar

	Item Description	Task		Competency		Basic Skills Content Standard
						vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R4.1	Read numbers
					R4.2	Read clock times
					R4.8	Interpret information in charts and tables (e.g., bus schedules)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
5.	School form	1	2.8.5	Interpret school-related forms, such as registration and application forms	R1.1	Identify the letters of the English alphabet (upper and lower case)
			2.8.4	Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.	R1.2	Recognize that letters make words and words make sentences
					R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
					R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar

	Item Description	Task		Competency		Basic Skills Content Standard
						(e.g., statements, questions, negatives; adjectives modifying nouns)
					R4.1	Read numbers
					R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
6.	Operating instructions	1	2.3.1	Interpret clock time	R1.1	Identify the letters of the English alphabet (upper and lower case)
			0.1.7	Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)	R1.2	Recognize that letters make words and words make sentences
			1.7.3	Interpret operating instructions, directions, or labels for consumer products	R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.12	Use supporting illustrations to interpret text

	Item Description	Task		Competency		Basic Skills Content Standard
					R4.1	Read numbers
					R4.8	Interpret information in charts and tables (e.g., bus schedules)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
7.	Appointment notice	1	3.1.2	Identify information necessary to make or keep medical and dental appointments	R1.1	Identify the letters of the English alphabet (upper and lower case)
			2.3.2	Identify the months of the year and the days of the week	R1.2	Recognize that letters make words and words make sentences
			3.5.9	Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures	R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
					R2.5	Interpret contractions
					R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.6	interpret simple written instructions
					R3.8	Interpret basic sentence

	Item Description	Task		Competency		Basic Skills Content Standard
						structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R4.1	Read numbers
					R4.3	Read dates
					R4.5	Read simple handwriting
					R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
8.	Safety procedures	3	4.3.1	Interpret safety signs found in the workplace	R1.1	Identify the letters of the English alphabet (upper and lower case)
			4.3.2	Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements	R1.2	Recognize that letters make words and words make sentences
			1.4.1	Identify different kinds of housing, areas of the home, and common household items	R1.3	Read from left to right, top to bottom, front to back
					R1.4	Relate letters to sounds
					R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms
					R2.2	Read basic sight words (e.g., the, is)
					R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
					R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

	Item Description	Task		Competency		Basic Skills Content Standard
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
9.	Info on emergency procedures	3	3.4.8	Interpret information regarding disaster preparedness	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			4.3.2	Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements	R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R7.7	Summarize a text
10.	Medical info form	1	3.2.1	Fill out medical health history forms	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			3.6.3	Interpret information about illnesses, diseases, and health conditions, and their symptoms	R3.2	Read and understand simple sentences that contain familiar vocabulary
			3.5.9	Identify practices that help maintain good health, such as regular checkups, exercise, and	R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions,

	Item Description	Task		Competency		Basic Skills Content Standard
				disease prevention measures		negatives; adjectives modifying nouns)
					R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)
					R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
11.	Training program advertisement	4	4.1.4	Identify and use information about training opportunities	R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
			4.1.8	Identify common occupations and the skills and education required for them	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			2.8.2	Identify, evaluate, and access schools and other learning resources	R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
12.	Narrative	3	7.1.1	Identify and prioritize personal, educational, and workplace goals	R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
			4.4.5	Identify job training needs and set learning goals	R2.5	Interpret contractions
					R2.8	Interpret meaning from word formations (e.g., verb

	Item Description	Task		Competency		Basic Skills Content Standard
						endings, plurals, possessives, comparative forms)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
13.	Narrative	3	7.1.1	Identify and prioritize personal, educational, and workplace goals	R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
			4.4.5	Identify job training needs and set learning goals	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references

	Item Description	Task		Competency		Basic Skills Content Standard
						within a text (e.g., Ms. Smith… she; This is important.)
					R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
14.	Workplace notice	3	4.1.6	Interpret general work-related vocabulary	R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
			2.3.1	Interpret clock time	R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)
			4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
15.	Workplace notice	3	4.1.6	Interpret general work-related vocabulary	R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g.,

	Item Description	Task		Competency		Basic Skills Content Standard
						signs, ads, labels)
			2.3.1	Interpret clock time	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc	R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first… then; however; it's important that…)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R7.8	Make inferences and draw conclusions from simple text
					R7.11	Identify the writer, audience, and purpose of a text
16.	Food label	4	1.2.8	Identify common food items	R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
			1.2.1	Interpret advertisements, labels, charts, and price tags in selecting goods and services	R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
					R2.5	Interpret contractions
					R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R3.2	Read and understand simple sentences that contain familiar vocabulary
					R3.3	Read and understand simple

	Item Description	Task		Competency		Basic Skills Content Standard
						texts on familiar topics (e.g., short narratives, basic consumer materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
17.	Narrative	3	4.1.9	Identify procedures for career planning, including self-assessment	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			4.1.7	Identify appropriate behavior and attitudes for getting a job	R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
			4.1.8	Identify common occupations and the skills and education required for them	R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
18.	Narrative	3	0.1.8	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
					R2.9	Interpret common prefixes

	Item Description	Task		Competency		Basic Skills Content Standard
						and suffixes to determine the meaning of words (e.g., un-happy, work-er)
					R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
19.	Narrative	3	4.1.8	Identify common occupations and the skills and education required for them	R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
			4.1.9	Identify procedures for career planning, including self-assessment	R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
					R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.10	Follow pronoun references within a text (e.g., Ms. Smith… she; This is important.)
					R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
					R7.6	Paraphrase information

	Item Description	Task		Competency		Basic Skills Content Standard
					R7.8	Make inferences and draw conclusions from simple text
20.	Management guidelines	3	4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.	R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
			4.7.3	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance	R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
			7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule	R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
					R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
21.	Management guidelines	3	4.4.3	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.	R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
			4.7.3	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance	R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
			7.1.2	Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule	R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)
					R6.1	Predict the content of a text from title, pictures, type of material
					R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
					R7.8	Make inferences and draw conclusions from simple text

	Item Description	Task		Competency		Basic Skills Content Standard
22.	Article: Financial matter	3	1.6.7	Identify risks such as identity theft and ways to safeguard personal and financial information	R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.15	Interpret idioms and collocations from context
					R7.2	Identify the main idea of a multi-paragraph text
					R7.9	Make inferences and draw conclusions from complex text
23.	Article: Financial matter	3	1.6.7	Identify risks such as identity theft and ways to safeguard personal and financial information	R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
					R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.15	Interpret idioms and collocations from context
					R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
24.	Article: Financial matter	3	1.6.7	Identify risks such as identity theft and ways to safeguard personal and financial information	R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
			1.4.8	Recognize home theft and fire prevention measures	R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
					R3.15	Interpret idioms and collocations from context
					R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
					R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic
25.	Safety information chart	2	4.3.2	Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements	R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
			4.4.3	Interpret job-related signs, charts, diagrams,	R6.4	Skim simple text for general

Item Description	Task	Competency		Basic Skills Content Standard
		forms, and procedures, and record information on forms, charts, checklists, etc.		meaning
	3.4.2	Identify safety measures that can prevent accidents and injuries	R6.5	Skim complex text for general meaning or to determine subject matter or organization
	3.4.7	Interpret health and danger alerts	R7.9	Make inferences and draw conclusions from complex text

Task Areas	CASAS Competency Areas	Reading Content Standards
1. Forms	0. Basic Communication	R1 Beginning Literacy / Pho
2. Charts, maps, consumer billings, matrices, graphs, tables	1. Consumer Economics	R2 Vocabulary
3. Articles, paragraphs, sentences, directions, manuals	2. Community Resources	R3 General Reading Compre
4. Signs, price tags, advertisements, product labels	3. Health	R4 Text in Format
5. Measurement scales, diagrams	4. Employment	R5 Reference Materials
6. Oral cue	5. Government and Law	R6 Reading Strategies
	6. Computation	R7 Reading and Thinking Sk
	7. Learning and Thinking Skills	R8 Academic-oriented skills
	8. Independent Living	R9 Literary analysis

CASAS, 2015

Appendix I.

Relationship between Education Level and CASAS Reading and NALS Prose and Document Levels and Scores

Reference Table Showing Relationship between Education Level and CASAS Reading and NALS Prose and Document Levels and Scores

Highest Education Level or Degree Completed	CASAS Reading Scores	CASAS Levels	Approximate NALS Levels*	Approximate NALS Scores from Prose and Document Scales*
= 8	= 230	A/B/C	1	170 - 177
9 - 11	231 - 240	C/D	2	227 - 231
12	241 - 245	D	2	**
High School	241	D	2	264 - 270
GED	244	D	2/3	GED Credential: 264 - 268 GED Passers: 289 - 290
Vocational/ technical training; some college; AA	246 - 250	E	3	290 - 308

*J. Baldwin, et al. *The Literacy Proficiencies of GED Examinees: Results from the GED-NALS Comparison Study*. American Council on Education and Educational Testing Service, 1995. Refer to Figures 1.5a and 1.5b, pp. 22 and 23.
**Data not available as part of the Baldwin study.

CASAS, 1996

Appendix J.

Recruitment Flyers

Help make a difference!
¡Ayúdanos hacer una diferencia!

Grand Rapids Adult Literacy Survey:
West Hope Zone Pilot

To participate, call one of the organizations listed below as soon as possible**. Space is limited!**

Para participar, llame a una de las organizaciones que figuran a continuación prontísimo. **¡Espacio limitado!**

Burton Elementary School
Call/Llame: Ruthy
(616) 819-4758

Kent School Services Network

Literacy Center of West Michigan
Call/Llame: Raquel/Nancy
(616) 459-5151

Literacy Center of West Michigan
Community Literacy Initiative

United Church Outreach Ministry
Call/Llame: Shawn
(616) 241-4006

UCOM

Cook Library Center
Call/Llame: Sue
(616) 475-1150

Cook Library Center

Roosevelt Park Ministries
Call/Llame: Vicki
(616) 475-5881

Roosevelt Park MINISTRIES
Building bridges across cultures & languages

To be eligible:

- **You must be 18 years old or older**
- **You must bring this invitation and a proof of address in the West Hope Zone**

Para ser elegible:

- **Debe tener 18 años o más**
- **Debe llevar ésta invitación y un comprobante de domicilio en la zona West Hope**

It only takes one hour!
1 short reading test & 1 survey
¡Sólo dura una hora!
1 prueba de leer y 1 encuesta

All participants will receive a $25 Meijer Gift card!

¡Todos los participantes recibirán una tarjeta de regalo con $25 para Meijer!

¡Ayúdanos hacer una diferencia!
Help make a difference!

¡Recibir una tarjeta de regalo con $25 para Meijer!

Receive a $25 Meijer Gift card!

Día Nacional Afuera/ National Night Out

Estacionamiento/ Parking Lot:
Cesar E. Chavez Elementary & The Edge

martes, 5 de agosto/ Tuesday, August 5

11:00am-3:00pm

¿Preguntas?/ Questions?
Llame/Call: Lindsay
(616) 459-5151 x45

¡Sólo dura una hora!
1 prueba de leer y 1 encuesta

It only takes one hour!
1 short reading test & 1 survey

Para ser elegible:
- Debe tener 18 años o más
- Debe llevar un comprobante de domicilio en la zona West Hope

To be eligible:
- You must be 18 years old or older
- You must bring proof of address in the West Hope Zone

Grand Rapids Adult Literacy Survey: West Hope Zone

Appendix K.

Article Published in El Vocero Hispano

POLICÍACAS EDITORIAL ANÁLISIS BREVES LOCALES SALUD JALAPEÑOS COLUMNISTAS

Buscar...

Realizan estudio en GR para determinar los niveles de alfabetización de los Hispanos

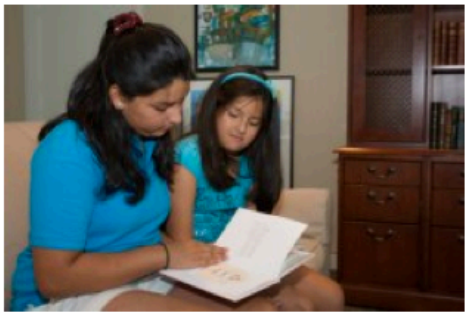
Friday, 25 July 2014 03:00

Por Michelle Jokisch

GRAND RAPIDS, MICHIGAN (EVH). Desde hace más de diez años no hay estadísticas actualizadas sobre el nivel de analfabetismo en la comunidad hispana de Grand Rapids. En el 2003, las estadísticas nacionales demostraron que cerca del 8% a 14% de los residentes del Condado de Kent carecían de un nivel básico de alfabetización. Por esa razón, la directora de la iniciativa de alfabetización para la comunidad, Lindsay McHolme, estará realizando una encuesta a 250 individuos de la comunidad para determinar el nivel de comprensión y alfabetización de los hispanos residentes en la zona "West Hope" de Grand Rapids. La zona "West Hope" incluye el área de la avenida Grandville hacia el lado oeste de la ciudad.

De acuerdo al Instituto de Investigación para la comunidad de Grand Rapids (Community Research Institute) el 71% de los residentes de la zona "West Hope" son de origen hispano, sin embargo no existe ningún tipo de estudio dedicado a conocer el nivel de analfabetismo en la zona.

Gracias al financiamiento de la fundación WK Kellogg y el programa Creemos, Seremos (Believe 2 Become), se podrá impulsar un estudio completo sobre el nivel de analfabetismo de toda la ciudad, añadió la directora de la iniciativa.



Para completar el estudio McHolme dice que necesitaría cerca de 150 individuos latinos que actualmente residan en la zona oeste. Esto le permitirá presentar estadísticas oficiales sobre el nivel de alfabetización de los hispanos en el área y eventualmente desarrollar programas para ofrecer ayuda y educación para los mismos.

"Al participar, los hispanos estarán haciendo un aporte a su comunidade" explicó McHolme.

McHolme, hispano-hablante con vasta experiencia enseñando inglés a la comunidad, quiere asegurarse que en un futuro los hispanos sean representados correctamente y los recursos para ayudar a los mismos sean alocados apropiadamente para combatir el analfabetismo en la ciudad de Grand Rapids.

Todos los que participen en la encuesta recibirán $25.00 dólares de regalo. La encuesta dura alrededor de una hora. Los requisitos para participar en la encuesta incluye ser mayor de 18 años de edad y residir en el área de la zona "West Hope". Los participantes no necesitan presentar ningún tipo de identificación para participar, únicamente deberán traer prueba de residencia en área del oeste de la ciudad. Esto puede incluir una factura previa que muestre la dirección del participante.

Interesados en participar en la encuesta favor presentarse el viernes 25 de Julio en la Cook Art Center, localizada en la 644 de la avenida Grandville a la 1:00pm, también podrán participar en la encuesta el martes 5 de agosto durante la celebración del "Día Nacional Afuera" (National Night Out) de 11:00am a 3:00pm. Participantes pueden comunicarse con Lindsay McHolme llamando al número 616-459-5151 extensión 45.

http://www.elvocerous.com/index.php/modules-menu/locales-de-michigan/106405-realizan-estudio-en-gr-para-determinar-los-niveles-de-alfabetizacion-de-los-hispanos

Appendix L.

Informed Consent in English and Spanish

GRALS ID:

Grand Rapids Adult Literacy Survey: West Hope Zone Pilot

Dear Participant,

I would like to invite you to participate in a research project that investigates the adult literacy rate and the factors that play a role in adults' reading and English abilities. The project is affiliated with Grand Valley State University and the Community Literacy Initiative of the Literacy Center of West Michigan.

Your participation in this project is completely voluntary, and you may withdraw yourself and/or your data at any time. You must be 18 years old or older and live in the West Hope Zone to participate. Individuals are eligible to participate one time only. You will not be asked about your legal status in the United States of America.

Your confidentiality will be protected throughout the entire research process. Your name, social security number, and other identifying information are not requested on GRALS research tools. All data collected will be stored in a locked cabinet or on a password protected computer in a secured facility.

For this project, you will take a 25-minute CASAS reading test in English. After you take the test, I will walk you through a series of survey questions. The entire process will not take longer than an hour and a half, and will most likely not take longer than an hour.

The goal of the project is to identify the adult literacy rate in Grand Rapids and to identify some of the social factors related to the literacy rate. The Community Literacy Initiative will use the findings to contribute to community solutions around improving literacy in the greater Grand Rapids area.

I am available to answer any questions you have about participation in this project. Please reach me, the principal researcher, by e-mail or phone:

Lindsay McHolme
lmcholme@literacycenterwm.org
(616) 459-5151 x45.

Please direct any other inquiries regarding the nature of the research, your rights as a participant, or any other aspect of the research to the Grand Valley State University Institutional Review Board by e-mail at hrrc@gvsu.edu or by phone at (616) 331-3197.

Thank you very much for your contribution.

Sincerely,
Lindsay McHolme, Principal Researcher
Director, Community Literacy Initiative
1120 Monroe Ave. NW Ste. 240

Formulario de Consentimiento para el uso de la Información
Encuesta de Alfabetización para adultos de Grand Rapids: Proyecto Piloto de la Zona West Hope

Estimado Participante,

Quiero invitarlo a participar en un proyecto de investigación que busca averiguar el índice de alfabetización en adultos en la Zona West Hope. El proyecto está asociado con la Universidad Grand Valley State y la iniciativa de alfabetización comunitaria del centro de alfabetización Literacy Center of West Michigan.

Su participación en este proyecto es completamente voluntaria, y usted puede retirarse en cualquier momento y/o pedir que retracten los datos que usted provee. Debe tener al menos 18 años para poder participar. No se le harán preguntas acerca de su situación legal aquí en los Estados Unidos.

Además, se protegerá el acuerdo que se ha hecho de mantener su confidencialidad durante todo el transcurso del proceso de esta investigación. Dentro de los medios de investigación que usaremos para esta encuesta nunca se le pedirá su nombre, su número de seguro social, ni otro tipo de información que lo pueda identificar. Todos los datos recolectados serán guardados bajo llave en un archivador o serán protegidos en un sistema que requiere contraseña en una de nuestras sedes que tienen servicio de seguridad.

Para participar en este proyecto, usted tomará un examen de lectura en inglés denominado CASAS, que tendrá una duración de 25 minutos. Después de tomar el examen, lo guiaremos para que pueda responder a una serie de preguntas en la encuesta. El proceso entero no tomará más de una hora y media, y lo más probable es que no tome más de una hora.

Un intérprete proporcionado por el sitio de la encuesta y el investigador principale, Lindsay McHolme, estará disponible para responder a preguntas en español. Si se registra antes de tiempo, voy a tratar de hacer los arreglos para otros idiomas aparte del Inglés y Español.

La meta de este proyecto es identificar el índice de alfabetización en adultos en la Zona West Hope. La iniciativa de alfabetización comunitaria usará las conclusiones del proyecto para contribuir a las soluciones para la mejora de la alfabetización comunitaria en el área central de la ciudad de Grand Rapids.

Estoy disponible para contestar cualquier pregunta que usted tenga sobre su participación en este proyecto. Por favor contacte a la investigadora principal, Lindsay McHolme por correo electrónico lmcholme@literacycenterwm.org o por teléfono al (616) 459-5151 extensión 45.

Para cualquier otro tipo de pregunta sobre la naturaleza de esta investigación, sus derechos como participante, o cualquier otro aspecto de la investigación, por favor diríjalo a la junta de revisión institucional de la universidad de Grand Valley State por correo electrónico hrrc@gvsu.edu o por teléfono al (616) 331-3197.

Muchas gracias por su ayuda.

Atentamente,
Lindsay McHolme, Investigadora Principal
Directora, Iniciativa de Alfabetización Comunitaria

Appendix M.

Background Questionnaire in English and Spanish

Survey Location and Date:
GRALS ID:

Grand Rapids Adult Literacy Survey: West Hope Zone Pilot

The Grand Rapids Adult Literacy Survey: West Hope Zone Pilot is a study that seeks to understand reading levels and reading habits. Please take a moment to answer the survey about your own experience with reading.

	(5) Very Difficult	(4) Difficult	(3) Neutral	(2) Easy	(1) Very Easy
1. How difficult is it to read in English?	5	4	3	2	1
2. How difficult is it to write in English?	5	4	3	2	1
3. How difficult is it to speak in English?	5	4	3	2	1
4. How difficult is it to understand English when it is spoken to you?	5	4	3	2	1
5. How difficult is it to read information for your job in English?	5	4	3	2	1
6. How difficult is it for you to fill out a job application in English?	5	4	3	2	1
7. How difficult is it for you to fill out forms in English?	5	4	3	2	1
8. How difficult is it to read your mail in English?	5	4	3	2	1
9. How difficult is it for you to see words or letters in an ordinary paper newspaper even when wearing glasses or contact lenses if you usually wear them?	5	4	3	2	1
10. How difficult is it for you to look up information in English on the internet?	5	4	3	2	1

11. How difficult is it for you to fill out medical forms in English?	5	4	3	2	1

12. Do you speak, read, or understand a languages other than English? □ No □ Yes

13. If yes, (Please list in order of greatest to least fluency)_____

If NO, please skip to question #18.

	(5) Very Difficult	(4) Difficult	(3) Neutral	(2) Easy	(1) Very Easy
14. How difficult is it to read in the first language listed above?	5	4	3	2	1
15. How difficult is it to write in the first language listed above?	5	4	3	2	1
16. How difficult is it to speak in the first language listed above?	5	4	3	2	1
17. How difficult is it to understand the first language listed above when it is spoken to you?	5	4	3	2	1

	(5) Very Often	(4) Often	(3) Neutral	(2) Rarely	(1) Never
18. How often do you read in English?	5	4	3	2	1
20. How often do you write in English?	5	4	3	2	1
21. How often do other adults help you read information you need in English?	5	4	3	2	1
22. How often do children help you read information you need in English?	5	4	3	2	1
23. How often do other adults translate/interpret important information to English for you?	5	4	3	2	1
24. How often do children translate/interpret important information to English for you?	5	4	3	2	1
25. How often do you help other adults read information they need in English?	5	4	3	2	1

26. How often do you read to children in English?	5	4	3	2	1
27. How often did adults, other than teachers, read to you in any language when you were a child?	5	4	3	2	1

Thank you for giving us the opportunity to hear from you! We will use the information we have collected to inform community conversations about literacy and education.

Grand Rapids Adult Literacy: West Hope Zone Pilot Survey Registration

28._____
_____
Address City State Zip Code

29. How do you identify your race/ethnicity?
□ Asian
□ American Indian or Alaska Native
□ Black or African American
□ Hispanic or Latino
□ Native Hawaiian or Other Pacific Islander
□ White
□ Other Race or Ethnicity (please specify)_____
□ Two or More Races

30. What is your country of birth?
□ United States of America □ Other (please specify)_____

31. What is your first language?
□ English □ Other (please specify)_____

32. How do you identify your gender?
□ Male □ Female □ Other (please specify)_____

33. What is your age?
□ 18-24 years □ 25-34 years □ 35-44 years □ 45-64 years □ Over 65 years

34. What is your highest level of education?
□ Elementary □ Middle School □ Some High School □ High School Diploma or GED
□ Some College □ Bachelors Degree □ Masters Degree □ Doctoral Degree
□ None

35. How many children 0-5 years old live in your home? □ 0 □ 1-2 □ 3-5 □ 6 or more

36. How many children 6-17 years old live in your home? □ 0 □ 1-2 □ 3-5 □ 6 or more

37. What is your annual household income?
□ $0.00-$10,000 □ $10,000-$20,000 □ $20,000-$30,000 □ $30,000-$40,000 □ $40,000-$50,000
□ $50,000-$60,000 □ $60,000-$70,000 □ $70,000-$80,000 □ $80,000-100,000 □ $100,000 or more

Lugar y fecha de la encuesta:
GRALS ID:

Encuesta de Alfabetización para adultos de Grand Rapids: Proyecto Piloto la Zona West Hope

La encuesta de alfabetización en adultos de Grand Rapids: el Proyecto Piloto de la Zona West Hope es un estudio que busca entender los niveles y hábitos de lectura. Por favor tómese unos minutos para responder a la siguiente encuesta sobre su propia experiencia en la lectura.

	(5) Muy díficil	(4) Dificil	(3) Neutral	(2) Fácil	(1) Muy fácil
1. ¿Qué tan difícil es para usted leer en inglés?	5	4	3	2	1
2. ¿Qué tan difícil es para usted escribir en inglés?	5	4	3	2	1
3. ¿Qué tan difícil es para usted hablar en inglés?	5	4	3	2	1
4. ¿Qué tan difícil es para usted entender cuando otra persona le habla en inglés?	5	4	3	2	1
5. ¿Qué tan difícil es para usted leer información concerniente a su trabajo cuando está escrito en inglés?	5	4	3	2	1
6. ¿Qué tan difícil es para usted llenar una aplicación de trabajo que está en inglés?	5	4	3	2	1
7. ¿Qué tan difícil es para usted llenar formularios en inglés?	5	4	3	2	1
8. ¿Qué tan difícil es para usted leer su correo en inglés?	5	4	3	2	1
9. ¿Qué tan difícil es para usted mirar palabras o letras en un periódico cualquiera, incluso si acostumbra usar lentes con regularidad y los tiene puestos al momento de leer?	5	4	3	2	1
10. ¿Qué tan difícil es para usted buscar información por internet en el idioma inglés?	5	4	3	2	1

11. ¿Qué tan difícil es para usted llenar formularios médicos en inglés?	5	4	3	2	1

12. ¿Usted habla, lee y/o entiende idiomas fuera del inglés? □ No □ Sí

13. Si su respuesta es sí, (Por favor haga una lista de idiomas empezando por el idioma donde tiene mayor fluidez)_____

Si su respuesta es NO, por favor pase a la pregunta #18.

	(5) Muy díficil	(4) Difícil	(3) Neutral	(2) Fácil	(1) Muy fácil
14. ¿Qué tan difícil es para usted leer en el primer idioma que anotó en la parte de arriba?	5	4	3	2	1
15. ¿Qué tan difícil es para usted escribir en el primer idioma que anotó en la parte de arriba?	5	4	3	2	1
16. ¿Qué tan difícil es para usted hablar en el primer idioma que anotó en la parte de arriba?	5	4	3	2	1
17. ¿Qué tan difícil es para usted entender el primer idioma que anotó en la parte de arriba cuando otra persona le habla en ese idioma?	5	4	3	2	1

	(5) Con mucha frecuencia	(4) Frecuentemente	(3) Neutral	(2) Casi nunca	(1) Nunca
18. ¿Con qué frecuencia lee usted en inglés?	5	4	3	2	1
20. ¿Con qué frecuencia escribe usted en inglés?	5	4	3	2	1
21. ¿Con qué frecuencia le ayudan otros adultos a usted a leer información en inglés que necesita saber o entender?	5	4	3	2	1
22. ¿Con qué frecuencia le ayudan niños a usted a leer información en inglés que necesita saber o entender?	5	4	3	2	1
23. ¿Con qué frecuencia le	5	4	3	2	1

traducen/interpretan otros adultos información importante en inglés?

24. ¿Con qué frecuencia le traducen/interpretan niños información importante en inglés?	5	4	3	2	1
	(5) Con mucha frecuencia	(4) Frecuentemente	(3) Neutral	(2) Casi nunca	(1) Nunca
25. ¿Con qué frecuencia le ayuda usted a otros adultos a leer información en inglés que ellos necesitan saber o entender?	5	4	3	2	1
26. ¿Con qué frecuencia les lee en inglés a niños?	5	4	3	2	1
27. ¿Con qué frecuencia le leían otros adultos a usted (sin contar a sus maestros o profesores) cuando usted era niño?	5	4	3	2	1

¡Gracias por darnos la oportunidad de saber más acerca de usted! Usaremos la información que se ha recolectado para aportar a las conversaciones comunitarias sobre la alfabetización y la educación.

Alfabetización para adultos de Grand Rapids: Registración para la encuesta del Proyecto Piloto de la Zona West Hope

28._____
_____
Dirección Ciudad Estado Código postal

29. ¿Con qué raza o etnia se identifica usted?
□ Asiático
□ Indígena originario de los EE.UU u originario de Alaska
□ Raza negra o Afro Americano
□ Hispano o Latino
□ Originario de Hawaii u otra isla del Pacífico
□ Raza blanca
□ Otra raza o etnia (por favor especifíque)_____

□ De dos o más razas

30. ¿En qué país nació usted?
□ Estados Unidos (EE.UU) □ Otro (por favor especifique)_____

31. ¿Cuál es su lengua materna?
□ Inglés □ Otro (por favor especifique)_____

32. ¿Con qué género se identifica usted?
□ Masculino □ Femenino □ Otro (por favor especifique)_____

33. ¿Cuál es su edad?
□ 18-24 años □ 25-34 años □ 35-44 años □ 45-64 años □ Más de 65 años

34. ¿Cuál es su nivel de educación más alto?
□ Primaria □ Escuela intermedia □ Escuela secundaria □ Bachiller o GED
□ Algunas clases universitarias □ Licenciado de la universidad □ Maestría □ Doctorado
□ Nada

35. ¿Cuántos niños entre las edades de 0-5 años viven en su hogar? □ 0 □ 1-2 □ 3-5 □ 6 o más

36. ¿Cuántos niños entre las edades de 6-17 años viven en su hogar? □ 0 □ 1-2 □ 3-5 □ 6 o más

37. ¿Cuánto es su ingresos anuales?
□ $0.00-$10,000 □ $10,000-$20,000 □ $20,000-$30,000 □ $30,000-$40,000 □ $40,000-$50,000
□ $50,000-$60,000 □ $60,000-$70,000 □ $70,000-$80,000 □ $80,000-100,000 □ $100,000 o más

Appendix N.

Grand Rapids West Hope Zone Map