A Message from Andrew Hartman, Director, NIFL

I welcome this opportunity to bring you up-to-date on our Equipped for the Future (EFF) project. Four years ago, when the National Institute for Literacy (NIFL) launched EFF, we did not know how much of an impact it would have over time. I'm delighted to be able to report that this major NIFL initiative is becoming a nationwide success, and that it is successful with the people who matter - adult learners and the practitioners who serve them.

We are especially pleased that EFF achieved semifinalist status in the highly competitive Innovations in American Government award competition, sponsored by Harvard University and the Ford Foundation. This level of recognition will help us communicate about EFF with a broader array of groups and individuals. But the most important validation of EFF can be found in the feedback we have received from educators and learners in our field. The clear message we have gotten is that EFF's success is due to the power of our consensus-building, standards-based approach.

EFF has depended not just on the determined, imaginative, very hard work of its management team, led by Sondra Stein, but on the fact that thousands of individuals across the country have embraced the EFF framework and made critical contributions to its refinement. There is no adequate way to value support and resources of such quality and breadth. Because so many people have been willing to make a real commitment to the early stages of EFF development, we are now only months away from publication of our User's Guide to the standards.

NIFL has always been serious about viewing EFF as a system reform agenda, and realistic about the fact that our involvement would need to be focused and long term. We are dedicated to continuing EFF in order to develop the additional resources necessary to achieve system reform and program improvement. We urge you to learn more about EFF and to contact us about how you can join in taking the critical next steps. EFF needs you.

Equipped for the Future Semifinalist in Government Innovations Award Competition

Equipped for the Future has been named a semifinalist in the 1999 Innovations in American Government Awards competition. EFF was one of only 100 programs chosen from a pool of 1,600 applicants.

Innovations in American Government is recognized as one of the nation's most prestigious public service awards programs. Started in 1986, it is sponsored by the Ford Foundation and administered by Harvard University's John F. Kennedy School of Government in partnership with the Council for Excellence in Government.

"To be chosen as one of 98 finalists from among 1600 applicants for this prestigious award is quite an achievement for EFF, and great PR for the adult literacy field!"

Benita Somerfield
Executive Director
Barbara Bush Foundation
EFF Around the Country...

A Message from Sondra Stein, Senior Research Associate and Director of EFF at the National Institute for Literacy

Many of you have asked, “What’s happening around the country with EFF? What states are involved? How are they integrating EFF?” This premier issue of The EFF Voice has been put together to give you a snapshot of EFF-related activities across the country. It includes reports on the 12 states that have been participating in the EFF field development process since 1998, and on the many other programs and states that have begun incorporating EFF into adult education, family literacy, and welfare-to-work activities over the past year. And all this has been happening even before the standards are officially out! If you want to find out more about one of the efforts listed here, please contact Lisa Levinson at 207-549-0926 or e-mail her at LisaL595@aol.com. Don’t forget to watch for the Users’ Guide to EFF Standards due out in November!

In Their Own Words. . . . . . .

“The learners found it hard to participate in a learner-centered environment, and it took them a while to stop looking to me for answers. But once they realized it really was theirs, they loved the freedom and they were ready to take on the work. They saw the relevance to their daily lives and realized the importance of working as a team and following through on commitments. I think it will help me look closer at the things I do and help me realize there is room for improvement.”

Ann Marie Barter
Teacher
Windham Adult & Community Education
Windham, ME

“My voice comes out; I want my friends to know what I have learned.”

Adult Student
Knox County Adult
Basic Learning Center
Knoxville, TN

“I went to the grocery store for the first time and was so scared. Now I’ve done it and I can read numbers on the cash machine.”

Adult Student
READ/San Diego
San Diego, CA

Arizona
• EFF and the Bureau of Indian Affairs (BIA) are development partners in Arizona. • Two Native American family literacy sites were part of the field development process and trained other BIA sites in Arizona to use EFF. They plan to help disseminate EFF to BIA family literacy programs in other states as well.

Illinois
• Chicago has invited EFF to participate in several conferences, introducing EFF to a wide audience of adult education and literacy providers. • Planning is beginning for wider EFF dissemination in the state.

Kansas
• Kansas is beginning to work with EFF by featuring EFF at its summer institute in July. There will be two, three-hour workshops at the institute, and plans are in the works to continue training after that.

Kentucky
• Kentucky is beginning to look at how EFF can create a framework for their state initiatives and mandates. • Kentucky will participate with Tennessee and West Virginia this summer in a tri-state EFF training meeting.

Delaware
• Delaware featured EFF at its spring conference this year. Andy Hartman, Director of NIFL, delivered the keynote address, and EFF was a big part of the conference agenda. • Delaware is exploring ways to incorporate EFF into future staff development opportunities.

Louisiana
• A new partner with EFF, Louisiana is currently working to incorporate EFF into Project ENABLE, its state academic standards.
Maine

- A field development partner with five development sites, Maine officially adopted EFF as its state standards.
- The state has incorporated EFF into the current adult basic education grant process, and has put EFF at the center of the new state adult education plan.
- Maine weaves EFF into most workshops at its summer institutes for adult educators.
- The state also used a mentoring program model to expand EFF use in 10 new adult education programs.

Family Literacy. Maine developed a family literacy model based on EFF. It is being used in the eight programs privately funded through the Barbara Bush Foundation and in the State's five Even Start programs. Maine has an active family literacy task force that is looking to use EFF to develop family literacy policy across the state.

Missouri

- Missouri recently received a grant to begin working with EFF and to provide staff development opportunities for EFF dissemination throughout the adult literacy community.
- Several library family literacy programs are beginning to use, document, reflect, and incorporate EFF, following the first meeting in May.
- The teachers and tutors will attend a follow-up meeting to discuss implementation issues.

North Carolina

- North Carolina has an EFF field development site that is part of the North Carolina Community College system.
- The program uses EFF with its work-focused Adult Basic Education and GED classes.

Ohio

- A field development partner, Ohio uses a mentorship model for disseminating EFF, with eight new programs participating this year.
- The Adult Basic Literacy Education program in Canton, a field development site, uses EFF with its welfare-to-work participants.
- This coming year, more sites in all regions of Ohio will be mentored by the programs that have participated this year.
- Ohio has made a commitment to involve more programs in this way every year.

Pennsylvania

- Practitioners and program directors from field development sites presented EFF at state-wide conferences and have helped other programs begin to use EFF.
- Next year, Pennsylvania will incorporate EFF into statewide staff development opportunities, and integrate it into the State competencies, reporting and other state adult education initiatives.

New Hampshire

- New Hampshire continues to fund the EFF field development site in Dover to study how to fully incorporate EFF into a program. They are looking at a mentoring model with Dover mentoring other programs.

Performance Indicators. New Hampshire supported a practitioner study group to develop performance indicators for the new state plan. The group based their work on EFF, particularly the three roles.

Rhode Island

- A field development partner, Rhode Island funds two special projects to adult education programs to use EFF.
- Rhode Island is very involved in standards-based school reform in the K-12 system, and the state office of adult education sees EFF as the best bet for standards that have been developed for adults.
- Rhode Island will continue to concentrate on standards and will use EFF in doing so.

In Their Own Words:

"Through EFF we grow and develop confidence in ourselves so we can stand on our own two feet."
Adult Student
Wilkes Community College
Wilkesboro, NC

"One learner is trying to get a promotion and so she is expanding her job skills by giving orientations to new employees and by being a member of the safety committee at work. She has said that she does not feel she could have participated in this way two months ago."
Ellen Loeb
Teacher
The Reading Program
Milpitas, CA

"Equipped for the Future is the right way to go. We were working on our own life skills curriculum and we saw the same philosophy and vocabulary in EFF. It bolstered what we were doing and gave us credibility for doing it. We felt like we had national support. And now it is in our state plan!"
Anson Green
Community Ed. Specialist
Northwest Vista College
San Antonio, TX

"We use Equipped for the Future as the common language of our program. We use it with our board, our staff, our students. We all have to live the roles. We all have to use all the skills every day."
Jane Cody, Director
Knox County Adult Basic Learning Center
Knoxville, TN

More EFF Around the Country, p. 4
EFF Around the Country...

South Carolina
• In Greenville, the school district’s family literacy programs created an EFF staff development model and are using EFF to change their program and practice. • Working with an EFF staff member, they will document their model as an option for other family literacy programs interested in incorporating EFF.

Texas
• A field development partner, Texas is incorporating EFF into its next round of adult basic education grants. • The adult literacy program in Harris County completed the second of four mentorship workshops introducing EFF to other programs in the area as well as to uninitiated Harris County staff members. • Harris County also produced an EFF video for staff development using a special project grant from the state. • Houston READ, a coalition of literacy programs in the Houston area, is building EFF into their 10-year plan.

Testimony. Representatives from the state education agency and several programs using EFF testified successfully in support of incorporating EFF into the new state plan for adult education.

Tennessee
• A field development partner, Tennessee is incorporating EFF on a statewide basis and into its state adult education plan. • The state includes EFF in its adult education staff development opportunities and is participating with Kentucky and West Virginia in a tri-state EFF training event this summer. • Tennessee uses the EFF Worker Role Map in all training for the Families First initiative, its welfare-to-work effort. • Four adult basic education programs have received TN Program Incentive Grants to experiment with ways of introducing EFF into local programs. • The staff of the Knox County Adult Literacy Program, which has been an EFF field development partner for the past two years, will provide guidance and assistance, as well as continue to expand the use of EFF throughout their programs.

Vermont
• Vermont’s adult education state standards reflect the influence of the EFF role maps and framework. • A teacher from Vermont Adult Learning, one of the field development sites, is on the national EFF Assessment Group, helping to guide the developing assessment framework for EFF.

Virginia
• Virginia has three EFF field development sites, and one program is using a study circle model to provide EFF staff development for other sites around the state. • EFF was featured at regional adult basic education staff development conferences over the last 2 years. • Virginia has correlated its state quality indicators for adult basic education and literacy with EFF.

In Their Own Words...

“The numerous “found” lessons we often engage in almost always take precedence over my prepared material, but I sometimes feel as though our time or plan is being sidetracked. As I’ve held our activities up to the light of the EFF Framework, however, I begin to realize we aren’t being sidetracked after all; we’re fully engaged in a great many of the generative skills and common activities I see in the Framework.”

Jim Carabell
Home Tutor
Vermont Adult Learning
East Montpelier, VT

“I am a choreographer who is constantly observing, thinking, planning, adjusting, and acting accordingly. I feel good about being able to use the student’s need to focus a lesson, even if it means dropping what I had planned!”

Jeanne Covey
ESOL Teacher
Family Learning Team
Greenville, SC

“The notion of helping people function with the content of the framework has opened up a whole new world of possibilities for me and my staff. Let’s say it may be revolutionizing our thinking. We have been so focused on teaching volunteers to teach in a direct, systematic way that maybe we have neglected the bigger picture - especially the common activities and the generative skills as laid out in the EFF Framework.”

Chris McFadden
Director
READ/San Diego
San Diego, CA
Washington
- Washington incorporated EFF into its state plan and crosswalked EFF with its state competencies. • EFF was highlighted at the last two summer institutes for adult education program directors and practitioners. • The state is providing EFF staff development for literacy tutors.

Staff Development Network.
Washington is creating a staff development network for EFF dissemination. Initial training is concentrating on Families that Work programs, family literacy programs supported with welfare and adult literacy dollars, serving welfare-to-work participants.

West Virginia
- West Virginia is new to EFF and featured EFF at a recent state-wide conference. • This summer, West Virginia took part in a tri-state EFF training session with Kentucky and Tennessee.

Adult Literacy Media Alliance
- ALMA produces a video magazine and accompanying classroom materials for adult literacy programs that are used as curriculum to reinforce life skills. • ALMA will use EFF to frame the community aspect in its next series of videos. • EFF and ALMA are working on ways to further coordinate and to become more involved partners.

LINCS
- LINCS, the electronic network connecting literacy programs across the country, is another initiative of the National Institute for Literacy. • LINCS houses databases of literacy resources, providers, and field-generated materials. • LINCS is redesigning its system, and EFF will be a prominent feature.

National Center for Family Literacy
- NCFL was a development partner in the family role map. • Featured EFF at its national conference for the last two years. • Incorporating EFF into its family literacy training.

La Raza
- La Raza used the EFF community role as the basis for a new curriculum they are developing. • Their nationwide literacy programs will use the curriculum to help adult students be more active in their communities and become catalysts for community change.

For more information on how to become involved in your state, please contact Lisa Levinson at 207-549-0926 or e-mail her at LisaL.595@aol.com.

In Their Own Words.

“It keeps me involved with the government and I was able to advocate for my own needs and for others, too. I was happy to have input into policy making in Vermont. I feel like I’m more independent by being able to do this.”

Adult Student
Vermont Adult Learning
East Montpelier, VT

“Equipped for the Future has made my personal problem solving and decision making easier to do independently.”

Adult Learner
Ten County ACE Coop
San Marcos, TX

“The tutors who are familiar with EFF and those who aren’t came up to me overwhelmed at how well everyone was cooperating together. In the past, learners tended to remain with their respective classes, or join other learners who shared the same native language, or sit quietly and not participate. I am seeing more and more of a family/communal atmosphere and it’s very exciting.”

Laura Hildick
Teacher
READ/San Diego
San Diego, CA

“EFF confirmed that my voice is important. That helped me realize how important my parenting role is.”

Adult Student
Summer Adult Education
East Sullivan, ME
The National Institute for Literacy (NIFL) is an independent federal organization spearheading an effort toward a fully literate America. NIFL fosters innovation and collaboration in order to build and strengthen national, regional, and state literacy infrastructures; and supports and coordinates efforts to ensure that all individuals with literacy needs receive the high-quality education and basic skills services necessary for success in the workplace, family, and community of the 21st Century.

Arriving at adulthood implies two types of knowledge - life experience and formal education. To deal successfully with the 21st Century, people must build on both. NIFL, working with 15 state partners as well as many other individuals and organizations across the country, is spearheading a project designed to do just that.

Structured in several stages, the process called Equipped for the Future (EFF) began in 1993, when NIFL responded to a Congressional mandate to measure America’s progress toward National Education Goal 6: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

It was a demanding assignment, and NIFL was determined to do a thorough and efficient job from the very beginning. “In our very first meeting,” explains Sondra Gayle Stein, Ph.D., “we brought in people who had worked on other standards considered successful in the profession. We asked what they did that worked, and what they did that didn’t work; and what advice they had for us. The best advice was: don’t wait until you have a finished product to take it out in the field - get input and feedback all along the way.”

Involving the “real world” - both front line educators and adult learners or “customers” - became a hallmark of the project from that moment on, according to Dr. Stein, Senior Research Associate and Director of EFF.

Phase I involved a 1994 survey inviting adult
learners to specify what they needed to know and be able to do in order to achieve Goal 6. One thousand five hundred respondents indentified four fundamental purposes for learning:

- **Access** to information, so adults can orient themselves in the world
- **Voice** - being able to express ideas and opinions with the confidence that they will be heard and taken into account
- **Independent Action** - being able to solve problems and make decisions on one's own...without having to rely on others
- **Bridge to the Future** - learning how to learn, in order to keep up with the world as it changes

NIFL published *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning*, and, through planning grants, explored the framework of the four purposes as they related to an adult's three primary roles:

- Citizen and community member
- Worker
- Family member

Through 1996 and 1997, thousands of adults - through surveys, focus groups and other means - began to help NIFL build consensus on the meaning of those roles and paths to a satisfying fulfillment. Detailed definitions of those roles focused on broad responsibilities, key activities, and the specific knowledge/skills required to fulfill them. Then, the EFF development team looked across all three roles to discern common activities and the core skills they required. For example, effective communications skills are essential in all three roles; the same can be said for problem solving and critical thinking skills that have to do with analyzing...
that make sense both to adult learners and to policymakers.

During the past two years, adult educators in 25 field sites across the country tested draft standards. "Adulted teachers usually are paid for their time in the classroom, but they seldom have time to evaluate" methods and processes; to think about what they are doing in the classroom, explains Dr. Stein. "We paid them to evaluate the draft standards."

At a meeting of all the field sites in June 1998, small focus groups were brought together, each examining a particular standard. "The first set of standards was written by professionals and was very technical - too complicated for use in the classroom," Dr. Stein notes. "We asked for guidance (of the small groups) in clearing up the standards for more effective use." More field testing will fine tune the resulting changes, with a fully revised version scheduled for release in the fall of 1999.

But that is far from "the end." For example, states' interest, not only in

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**Content Framework for EFF Standards**

*In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:*

<table>
<thead>
<tr>
<th>MEET THESE 4 PURPOSES</th>
<th>ACCOMPLISH THESE COMMON ACTIVITIES</th>
<th>DEMONSTRATE THESE GENERATIVE SKILLS</th>
<th>UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access</strong></td>
<td>• Gather, Analyze, and Use Information</td>
<td><strong>Communication Skills</strong></td>
<td>• How We Grow and Develop</td>
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<tr>
<td>To information so adults can orient themselves in the world</td>
<td>• Manage Resources</td>
<td>• Read with Understanding</td>
<td></td>
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<tr>
<td><strong>Voice</strong></td>
<td>• Work Within the Big Picture</td>
<td>• Convey Ideas in Writing</td>
<td>• How Groups and Teams Work</td>
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<tr>
<td>To be able to express ideas and opinions with the confidence they will be heard and taken into account</td>
<td>• Work Together</td>
<td>• Speak So Others Can Understand</td>
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<tr>
<td><strong>Independent Action</strong></td>
<td>• Provide Leadership</td>
<td>• Listen Actively</td>
<td>• How Systems Work</td>
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<td>To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others</td>
<td>• Guide and Support Others</td>
<td>• Observe Critically</td>
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</tr>
<tr>
<td><strong>Bridge to the Future</strong></td>
<td>• Seek Guidance and Support from Others</td>
<td><strong>Decision-making Skills</strong></td>
<td>• Rights and Responsibilities</td>
</tr>
<tr>
<td>Learn how to learn so adults can keep up with the world as it changes</td>
<td>• Develop and Express Sense of Self</td>
<td>• Use Math to Solve Problems and Communicate</td>
<td>• Culture, Values, and Ethics</td>
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<tr>
<td></td>
<td>• Respect Others and Value Diversity</td>
<td>• Solve Problems and Make Decisions</td>
<td>• How the Past Shapes the World We Live In</td>
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<td></td>
<td>• Exercise Rights and Responsibilities</td>
<td>• Plan</td>
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<td></td>
<td>• Create and Pursue Vision and Goals</td>
<td><strong>Interpersonal Skills</strong></td>
<td>• Cooperate with Others</td>
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<td>• Use Technology and Other Tools to Accomplish Goals</td>
<td>• Advocate and Influence</td>
<td>• Advocate and Influence</td>
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<td>• Keep Pace with Change</td>
<td>• Resolve Conflict and Negotiate</td>
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<td>• Guide Others</td>
<td>• Guide Others</td>
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<td><strong>Lifelong Learning Skills</strong></td>
<td>• Take Responsibility for Learning</td>
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<td>• Reflect and Evaluate</td>
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<td>• Learn through Research</td>
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<td>• Use Information and</td>
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<td>Communications Technology</td>
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In pursuit of the vision, EFF will, from 1999 through 2004:

- Test the content standards in learning sites across the country to see how well they work and to identify performance indicators for learners at different levels;
- Determine what needs to be done to focus the adult literacy and basic skills system on achieving those standards;
- Identify what resources are needed to assure that the system can be held accountable for meeting those results;
- Implement quality assurance systems that enable continuous improvement based on continuous assessment of results.

The task is formidable, but success is possible, Dr. Stein believes, because of the people involved. From “customers” to professional educators, through years of continual research and refining, “we hold a vision that really matches people’s experience. That’s one reason people are so interested in this.”

This article was reprinted with permission from the KET Adult Learning Quarterly

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**EFF Framework for Adult Literacy and Lifelong Learning**

- **COMMUNICATION SKILLS**
- **DECISION-MAKING SKILLS**
- **INTERPERSONAL SKILLS**
- **LIFELONG LEARNING SKILLS**

**FAMILY**

**COMMON ACTIVITIES**

**CITIZEN**

**WORKER**

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Fall/Winter 1999
Retail Sales Workers and EFF

The National Retail Federation (NRF), an association of local and national retailers, is working with the EFF initiative to design an orientation course for new sales clerks participating in welfare-to-work programs. The 6-8 week course will be developed and piloted in five programs in Maine and Tennessee.

Many retailers, asked to serve as job placement sites for welfare-to-work participants, find their new employees ill prepared for the retail field. To solve the problem, the retailers asked NRF to develop a training program for the new workers.

The orientation course will build on a previous collaboration between the NRF and EFF. The two Maine sites involved in this initial collaboration, Waterboro and Atkinson, will join sites in Knoxville and Nashville Tennessee to pilot the new orientation course.

The Atkinson, Maine site will help create the orientation course curriculum with the Knox County Adult Literacy Program in Knoxville, TN. This community-based program and EFF field development site designed a life skills orientation course and uses a business model and environment in its classes.

An important part of the course, adapted from the programs in Maine, will be an unpaid internship throughout the course. This will allow participants to practice what they learn under the guidance of employer mentors.

Each program will work closely with a local employer advisory committee or voluntary partnership to make sure the course meets employer needs and to identify volunteers to serve as mentors to participants. NRF and the National Institute for Literacy will market the completed orientation course, training materials and mentoring materials.

LVA Endorses EFF

The Literacy Volunteers of America (LVA) officially endorsed the EFF initiative in an October 1998 national board resolution and featured EFF at its National Conference.

Resolution to Endorse the National Institute for Literacy’s Equipped for the Future Initiative

Whereas the National Institute for Literacy’s Equipped for the Future (EFF) Initiative began by recognizing that the students are the customers of the adult education system and therefore consulted students in volunteer-based literacy programs, prisons, and adult schools about what they need to know to be effective as workers, family members, and community members; and whereas LVA, as a student-centered and directed organization, values this approach;

Whereas the National Institute for Literacy’s Equipped for the Future Initiative has demonstrated its commitment to volunteer-based literacy providers by selecting volunteer-based literacy providers as field sites for EFF, by providing orientations to EFF at major national conferences, and by including representatives of volunteer-based organizations in the analysis of field test data to ensure its utility and value for volunteer-based literacy provision;

And whereas the National Institute for Literacy’s Equipped for the Future Initiative seeks to develop a common language for all adult education providers in reporting the achievements of their students and programs that will allow greater participation of Literacy Volunteers of America affiliates in the wider conversations of the entire adult education system;

Now therefore the Board of Directors of Literacy Volunteers of America, Inc. endorses the work of the Equipped for the Future Initiative to date and looks forward to continuing participation in the future developments of the Initiative.
EFF Resources

Publications: To request these materials, call EDPUBS Clearinghouse at 877-433-7827

- Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning. Published in 1995, this book describes the vision and research basis of EFF's initiative for reforming the adult literacy and education system. (IN# EX0019P)

- Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning. This 1997 publication builds on the previous work, reporting the continuing research and development of EFF's content framework for adult performance standards. (IN# EX0020P)

On-Line Resources:

- The Equipped for the Future Website is an on-line resource to learn more about EFF. The address is http://www.nifl.gov/EFF

- The Equipped for the Future listserv is an on-going conversation about EFF by teachers, administrators, and others interested in EFF. To view the archives, go to http://www.nifl.gov and select forums, then choose the Equipped for the Future option. To subscribe to the listserv, send the following message:

  TO: listproc@literacy.nifl.gov
  SUBJECT: leave blank
  MESSAGE: Subscribe NIFL-4EFF your first name your last name

EFF Development Partners

- Mayor's Commission on Literacy, Philadelphia, PA

- National Center for Family Literacy, Louisville, KY

- Center for Literacy Studies, University of Tennessee, Knoxville, TN

- Ohio Literacy Resource Center, Kent State University, Canton, OH

- New England Literacy Resource Center, World Education, Boston, MA

- Center for Adult Learning and Literacy, University of Maine, Orono, ME

- North Carolina Literacy Resource Center, North Carolina Technical College System, Raleigh, NC

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Looking Ahead...

Upcoming Events

Get involved with Equipped for the Future! Look for EFF at the following conferences:

- September 16, 1999: Michigan Literacy Conference
- October 13-17, 1999: AAACE Conference, San Antonio, TX
- March 14-18, 2000: TESOL Conference, Vancouver, BC
- May 1-5, 2000: International Reading Convention

For more information, contact Andy Nash, EFF staff development contact person, at andy_nash@jsi.com or (617) 482-9485.

Coming This Fall!!!

Equipped for the Future is in the final stages of developing its newest publication:

Using the EFF Standards as a Tool for System Reform: A Guide for Policymakers, Administrators, Teachers, Students, and Other Customers of the Adult Literacy and Lifelong Learning System.

The release of this exciting EFF Guide will be announced on the NIFL-4EFF listserv and the NIFL web page at www.nifl.gov.

Add this newest publication to your expanding EFF library!

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