

The OLRC News

Inside this issue:

An Approach to Assessment 2

Resources and Reviews 3

Tech Talk T-1
T-4

Websites T-4

On Loan Form 8

A GED Was Only the Beginning for ESOL Student



Amy Diby, and daughter Madeleine visit the OLRC.

Amy Diby remembers the end of the school year in the Ivory Coast fondly: "All the students used to line up according to rank and we would find out whether or not we were promoted to the next grade. I was always third or fourth in line, and my grandparents were always there to watch, cheering me on."

The ritual is reminiscent of an American high school graduation. But in 1996, when Amy immigrated to the United States at the age of nineteen, she discovered that she was excluded from receiving a diploma -and it had nothing to do with her intelligence. The local high school would not let Amy enroll in the eleventh grade, where she left off

in Africa, because she was too old. But Amy was not easily discouraged. She rerouted her plans and set about getting her GED.

While living with her father and stepmother in Lorain, Amy signed up for ESOL (English as a Second Language) and GED preparation classes at Cuyahoga Community College. She aced the GED test in 1998. "English was the hardest. Math and science were easy, I just had to understand what it was the question was asking!"

After becoming a GED graduate Amy enrolled at Lorain Community College, majoring in computer programming. "I took to computers very naturally...my father works with them and they were always all over our house." Two years later, she transferred to Kent State University.

Living away from family for the first time, Amy found it hard to adjust at first. "I lived in a single room, in Tri-Towers...I hated the dorms. I hated the food. I knew no one." That changed at the beginning of Amy's second year at Kent, when she received a letter from the GED Scholars Initiative. Interested in financial aid information, Amy attended a meeting and learned she was eligible for a six-hundred dollar scholarship. But the Initiative's benefits proved more intangible than that -Amy also signed up for peer-to-peer mentoring, a program in which fellow GED students pair up to provide support, give advice, and simply enjoy one another's company. Bridget Stuntz, Amy's mentor/mentee, got along very well. "We could not meet very often, because we were both very busy with school," says Amy. "But we emailed back and forth a lot, and occasionally we talked on the telephone."

The connection Amy made grew even further when she became a student worker for GED Scholars Initiative. Amy worked for a year as a technical assistant; making databases, fixing computer problems, and helping out in the student lab. Her popularity amongst co-workers is obvious as soon as she walks into the office to be interviewed: shouts of "Amy Diby's here!" ring throughout cubicles and Amy is swarmed with hugs.

Today, however, Amy has also brought a guest with her. She sits her ten year-old daughter Madeleine down at a computer and opens up Microsoft Word. "She loves to write letters home," Amy explains. Madeleine and her mother periodically talk back and forth about not eating chicken nuggets by the keyboard; where the bathroom is; and how to spell words for the letter Madeleine writes. The conversation is in a mixture of French and Baoule (an African language spoken by people throughout Ghana and the Ivory Coast) -but the laughter between the two speaks universally of love.

Cont.

Are any of your colleagues interested in receiving the *OLRC News*, and other OLRC publications? If so, email us at olrc@literacy.kent.edu.



Cont.

Amy worked extremely hard to bring Madeleine over to the United States. Frustrated, she felt like her struggle with immigration might last indefinitely - "If they say it will be a year, it will be two years." After one year of toil, Amy wrote a letter to U.S. Senator Mike DeWine asking for assistance. DeWine agreed, and together he and Amy managed to cut through the red tape. Madeleine takes after her mother. She did extremely well in school in the Ivory Coast, and will soon begin the fourth grade. (Amy herself graduated with a bachelor's of science degree in computer programming last August.)

In less than a decade, Amy Diby has triumphed in situations that many people don't even encounter in a lifetime. She has adapted to an entirely new culture, taken charge of obtaining her own education, and reunited -unaffected by nine years of separation- with her child. With her will to succeed, Amy's current accomplishments are just a preview of what's to come.

An Approach to Assessment Based on Cognitive Science

EFF Research to Practice Note 4

http://eff.cls.utk.edu/PDF/Research_to_Practice.pdf

In the last few years, cognitive scientists have explored the nature of expertise to help us better understand how adults learn and accomplish important tasks, resulting in extraordinary growth in the field of brain research. We now have ways to study not only the *products* of thinking and learning but also the *processes* of how people acquire new information. This research can guide our teaching and learning activities and provide the basis for the constructivist theory of learning. Among the key findings addressed:

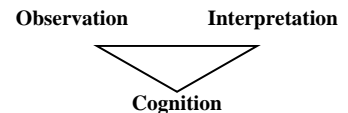
Good assessment is grounded in a clear and explicit model of the cognitive processes that underlie complex and purposeful activity.

The nature of what you want to assess - the construct - will guide your selection of relevant tasks and scoring criteria. Content standards are one way to determine what knowledge, skills, or other attributes should be assessed. These assessments should then be aligned with the skill domains, as defined by the standard. Traditional testing approaches and designs often do not capture the complex knowledge and skills found in academic standards or needed for success in our work and lives.

Good assessment is a process of reasoning from evidence that permits valid and reliable inferences about ability to be drawn from a limited opportunity to observe and interpret performance.

Tests are tools that allow us to infer what a person knows and can do in a process of "reasoning from evidence." To ensure that the inferences are sound, we need to collect good evidence and interpret it carefully. Three critical elements of good assessment design must be clearly defined and aligned:

- *Cognition* defines the aspects of achievement to be assessed.
- *Observation* defines tasks or situations that will be used to collect evidence on the important knowledge and skills about performance ability.
- *Interpretation* defines methods used to analyze the evidence resulting from the performance on the tasks.



Good assessment provides information that learners, teachers, and others can easily understand and use to reflect upon and improve learning and teaching.

If tests measure what is important, then teachers are more likely to teach and learners are more likely to learn important knowledge, skills, and abilities. Assessments work best when they clearly communicate information. Alternative (performance-based) assessments are a good way for teachers to get that important information.

The EFF Quality Model provides four program practices that can be used as guideposts for implementing standards-based education in your program:

- A purposeful and transparent approach to education
- A contextualized approach to curriculum and instruction
- A constructivist approach to teaching and learning
- An approach to assessment based on cognitive science

Use these guiding questions when thinking about implementing good assessment practices:

- *What kind of assessment task best reveals a student's ability to use the Components of Performance of the Standard?*
- *How does this approach to planning instruction differ from a text-based planning process?*
- *How might you use the Standards and Benchmarks to help plan learning activities?*
- *How could your program use the Standards to develop instructionally-embedded assessments?*
- *What are the advantages of aligning the content of assessments used for instruction with the content used for achievement and accountability?*

Resources and Reviews

Brookfield, S. D. (1990): *The Skillful Teacher*. San Francisco, CA: Jossey-Bass Inc.

The educational world is laden with unpredicted challenges, and survival requires a great deal of patience and dedication. A teacher may find him or herself frustrated and overwhelmed by the amount of responsibility involved or difficult to live up to the mythical standards of other teachers who may have graduated from a more prestigious university. Fortunately, award-winning author Stephen D. Brookfield offers his rational advice and insight on many of the issues surrounding teaching and all the elements surrounding it. With 20 years of teaching experience under his belt, Brookfield goes in depth on such issues as the difference between academic success and teaching skills and how to lecture creatively. He also proposes different ways to sharpen one's academic relationship between student and teacher. This book tells the real story of teaching, as seen through the eyes of a professional, and does a fantastic job of helping to point those who practice teaching, both newcomers and veterans alike, in the right direction with the confidence and knowledge they need.

Cottrell, D., Harvey, E., & Lucia, A. (2003). *The Leadership Secrets of Santa Claus*. Dallas: Walk the Walk Co.

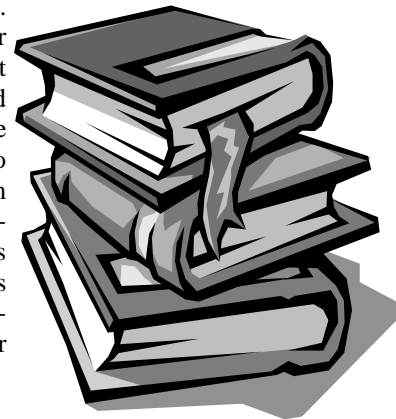
Have you ever wondered how Santa Claus manages to successfully manufacture and deliver millions of toys to eager, excited children every year? The key to his consistent success is a balanced combination of various components, such as an experienced, dedicated team of workers and a well-structured workplace. Narrated from the point of view of Mr. Claus, this book categorizes and discusses these and other elements needed to create and maintain a successful business. Each chapter cleverly weaves fictitious yet well-known facts about Santa's world with constructive tips to create a clear picture of how to obtain specific goals. "Listen to the Elves" states the importance of paying attention to the ideas and suggestions of your co-workers or employees, while "Choose your Reindeer Wisely" puts emphasis on the significance of taking the necessary precautions when hiring the right person for a job. The ideas behind the simple Santa Claus philosophy are witty and useful, provide realistic goals, and give clear explanations for what you should and should not be doing in the workplace. Though this book is geared more towards the business world, program directors and teachers will find tips on how to improve their organization skills and better ways to communicate with others.

Williams, E. (1996): *So... You Want to Teach Adults?* Ontario: Pippin Publishing.

First published a decade ago, seasoned adult educator Elizabeth Williams' book *So... You Want to Teach Adults* is still a useful guide for teachers looking to enter the world of adult education. There is plenty here to get a teacher new to the program started, and the suggestions and stories found throughout will help keep them going until they feel comfortable and

confident. Teachers already experienced in adult education are also likely to find useful advice and options within the pages of the book. Gaining a full awareness and understanding of the many dimensions of adult education requires quite a bit of time, experience, and patience. This book acts as a guide on several different levels.

From gaining a better understanding of adult learners themselves and which teaching technique is best suited for them to turning your classroom into a learning environment that accommodates all of your students, this text covers all of the essentials any adult educator should be aware of.

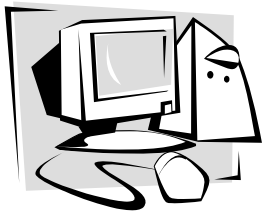


NCSALL Study Circle Guide: Research-based Adult Reading Instruction Now Available

This guide provides comprehensive instructions for facilitating a 10½-hour study circle that explores differing theories of the reading process, the four major components of reading and the implications for teaching, the development of learners' reading profiles, and the Equipped for the Future framework. The guide is based on a review of adult reading research, *Research-Based Principles for Adult Basic Education Reading Instruction*, and supplemented by other readings from a variety of sources. Summaries of research on reading and definitions of key terms and acronyms are included. This guide provides all the necessary materials and clear instructions to plan and facilitate a three-session study circle with an option for a fourth. Each session lasts three-and-a-half hours. For more information, go to www.ncsall.net.

Order the New NCSALL Annual Review

The [Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 6](#), edited by John Comings, Barbara Garner, and Cristine Smith, is the newest volume in this annual series from NCSALL. This volume presents chapters on demographic change and low-literacy Americans, the role of vocabulary in adult basic education (ABE), implications of research on spelling for ABE, issues in teaching speaking skills to adult ESOL learners, the preparation and stability of the ABE teaching workforce, the adult literacy system in Ireland, and broad-based organizing as a vehicle for promoting adult literacy. To order the *Review of Adult Learning and Literacy, Volume 6*, visit Erlbaum's Web site at www.erlbaum.com or NCSALL's Web site at www.ncsall.net/?id=1002.



Fall '05/Winter '06

The OLRC News

Distance Tutoring using NetMeeting

Marty Ropog

Background

Phil is now 35 years old and his last full grade completed was eleventh; he left school in 1987 for personal reasons. He has sole custody of a precocious and charming 9-year-old daughter. He lives in the Southwestern United States and works full-time for a shipping company in the IT department; his employers were aware of his educational status at hiring. He is like many students who come to ABLE – he's smart, well-employed, balancing work and home responsibilities, and determined to make the most out of his life.

How I got involved

As the OLRC doesn't provide direct service to ABLE students, many of us don't get a chance to come into regular contact with the actual end users of the OLRC's programs and projects. We often meet students through events like the Writers' Conference or GED Scholars events, but rarely do we meet students before they have successfully entered and gone through ABLE or other education programs.

Phil and I were friends from 3rd grade through high school before he moved away in 10th grade and we lost contact. He found me six years ago during an Internet search and emailed me. After catching up on the last ten years, he told me that he was intrigued that I worked in the adult literacy field because he hadn't graduated from high school and was interested in getting his GED. We had emailed back and forth about educational and non-educational topics for several years. We had talked about GED classes and the test, and I had sent him a few informational sites and strongly suggested that he attend a local program.

During the Fall of 2002, our elementary school had a reunion which we both attended; he was in town for a week, so we were able to spend a great deal of time together. He even came to visit the OLRC and see the office, including the newly-started GED Scholars Initiative (he's always wanted to go to college). We had time to talk that week, and I was able to harangue him about getting his GED. He said that he had tried to do some studying on his own, but thought that he would need some tutoring. The programs that were nearby his home were not able to accommodate his scheduling needs as a worker and parent, so he needed to seek alternative methods of assistance. I told him that I could try to tutor him via the Internet and see if and how that would work.

Hardware and Software

Phil and I are both advanced Internet and computer users, but had rarely used a variety of online collaboration tools for extended periods of time. Due to the amount of time we expected to spend communicating, we agreed to avoid using the telephone to save on telephone charges. We had spent a great deal of time chatting online using AOL Instant Messenger and were comfortable communicating non-traditionally. We decided to try and use Microsoft NetMeeting, a free collaboration tool that combines voice, text chat, online whiteboard, application- and file-sharing capabilities. We both have high-speed Internet connections; I use a cable modem and he uses DSL. I have used the NetMeeting voice feature on modem connections and find that it's generally pretty good, although not as clear as a telephone. The quality and reliability is similar to that of a cell phone.

Technology needs

Software

- AOL Instant Messenger (AIM)
- Microsoft NetMeeting

We used AOL Instant Messenger, which is included with AOL software and is available to non-AOL users as a free download from <www.aim.com>. Other instant messaging programs are widely available and the OLRC has an excellent Tech Talk publication by Kimberly McCoy on using Instant Messenger (<http://literacy.kent.edu/Oasis/Pubs/techtalk8-2.pdf>). NetMeeting has its own chat feature, but it doesn't have as many features as other standalone programs, so we generally didn't use it.

NetMeeting comes standard with most Microsoft operating systems (Windows 98 and higher). It is usually located through Start -> Programs -> Accessories -> Communication. If you're unable to locate it through the Start menu, go to Start -> Run and type conf.exe and click "Ok." If NetMeeting is installed, it will start, prompting you to run through the installation if necessary. It is also available as a free download from Microsoft's site www.microsoft.com/downloads and select "NetMeeting" from the drop-down menu. Links to instructions for using and tutorials on NetMeeting are available in Appendix A.

Hardware

- Computer with Internet connection, preferably a high-speed connection
- Speakers and microphone (first used)
- Computer headset with attached microphone (switched to)
- Telephone (alternate method if connection was spotty)

A computer headset is preferred because the speaker/microphone combination will usually create some feedback. As Phil's voice would come over the speakers, it would get picked up by my microphone and transmit it back to his speakers, which would get picked up by *his* microphone, and so on. This caused a fairly annoying echo effect which was remedied by using a headset with an attached microphone; there wasn't an echo because the received sound went directly to the ear phones and wasn't picked up by the microphone.

Initial assessment

If Phil had attended a program in either Ohio or his home state, he would have been given an approved assessment instrument to place him in an entry level. However, this was not a traditional tutoring situation, and distance learning was and is still in its early infancy for adult education. At the time I figured it was doubtful that Phil's hours and achievements could officially be "counted" in either state, not to mention the fact that I didn't have any idea at the time that I'd be writing all this down for public scrutiny!

Phil and I spent the first session chatting via AIM about his educational history, strengths, and concerns. As with most students, he was very concerned about his math skills and wanted to concentrate most of his time in making sure he was up to speed. He was very confident in his reading comprehension and writing ability, and fairly confident in his science and social studies knowledge. I suggested that he purchase a GED preparation book that I also had so that we could use some of the assessments and also so that he could go through some sections on his own between tutoring sessions.

In addition to a printed assessment, Phil also used some assessments available online and tracked his progress. He would note questions that he got wrong so that we would be sure to cover them later. In all initial formal and informal assessments, Phil demonstrated Low to High Adult Secondary-level skills. He was weakest in higher-level math and strongest in reading and writing, exactly what he thought during our initial conversation. We decided to start with math as the initial topic.

Books

We used a common GED preparation book from a major publisher; most programs have them available at the program.

Websites

- gedpractice.com (free registration)
Steck-Vaughn's site; contains a wide variety of subject assessments
- 4tests.com (free registration) provides four separate practice tests; one each for Literature and Art (Reading), Math, Social Studies, and Science

Scheduling and time

In addition to our own work and personal schedules, the two-hour time difference posed a challenge that will not be encountered if tutoring a student within the same general geo-

graphic area. The fact that I am a "night person" helped with the scheduling; we would usually meet at 10:00 p.m. Eastern/8:00 p.m. Mountain, which gave him enough time to prepare dinner, spend time with and work with his daughter on schoolwork. We would occasionally break for ten or fifteen minutes so that he could put her to bed if she was up later than usual. We would generally end the session around midnight Eastern/10:00 p.m. Mountain, as we found that 1½ to 2 hours was the most productive length of time; any more and we degenerated into chatting and any less wasn't long enough to cover content in-depth. This is generally consistent with most in-person tutoring timeframes.

We met once a week, generally Wednesdays, from 10:00 p.m. through 12:00 midnight, allowing for flexibility if either of us had meetings or other commitments. If I was staying in a hotel for a meeting or conference, we would often maintain the same schedule and use regular AIM or cellphones instead of the headset if the modem connection on my laptop wasn't reliable for voice use.

Procedure

After the initial few tutoring sessions, we developed a process that worked very well for us. With adjustments made for distance tutoring, our process was very similar to in-person tutoring sessions.

Preparation for a typical session

1 to 3 days prior

- Phil would email any specific questions or areas that he wanted to address
- I would find or create scenarios or questions that addressed the concerns

12 to 24 hours prior

- email confirmation about the session – if Phil didn't hear from me by Tuesday morning, he would email me to confirm

Session

15 minutes prior to scheduled meeting time

- I would log into AIM from my home computer and wait for Phil to login

10 minutes prior to scheduled meeting time

- Phil logs in to AIM and IM's me to let me know he's ready
- Off-topic chat
- Phil sends me his IP address

Meeting time

- I enter the IP that Phil sent me into NetMeeting and connect to his computer

15 minutes

- Review of areas covered and questions sent earlier
- Review of areas still needing to be covered

75 minutes

- Discussion about new topics, examples, and practice questions using NetMeeting whiteboard

15 minutes

- Outstanding questions or areas that need clarification
- Review of topics covered and topics still to needing to be covered
- Scheduling next session

15 minutes

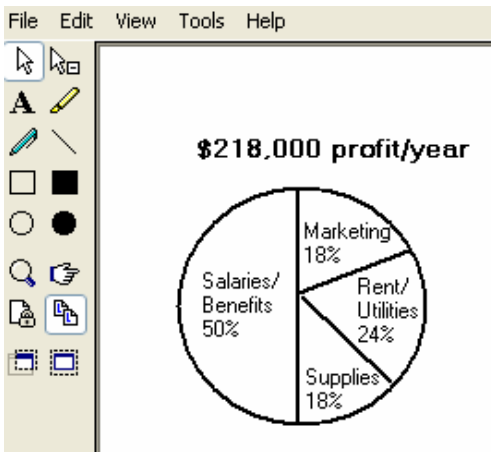
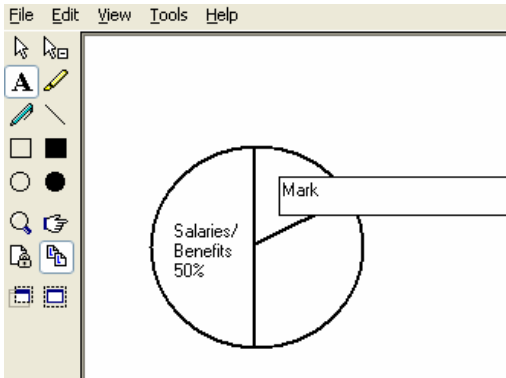
- Off-topic chat
- Logoff

Collaborative Tutoring Online

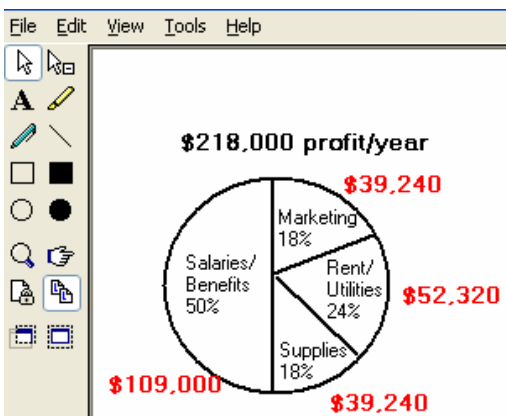
Whiteboard

The whiteboard is one of the best collaboration features of NetMeeting and other similar programs. It really is an online whiteboard, which allows all participants to see what is being “written” in real time. This is much more helpful than relying on the powers of verbal description over the phone, sending email examples, or trying to match up similar pages in a workbook.

For example, when we were discussing percentages and charts, I drew a simple pie chart on the whiteboard with approximate percentages for each category and added a total dollar figure that the chart represented. Phil was able to watch me draw the pie chart and add text to it.

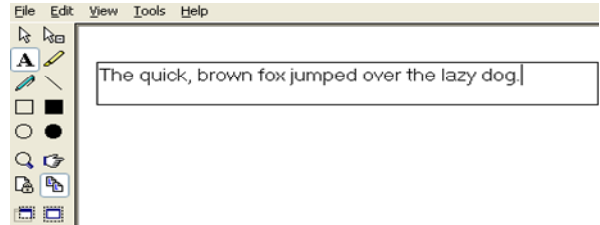
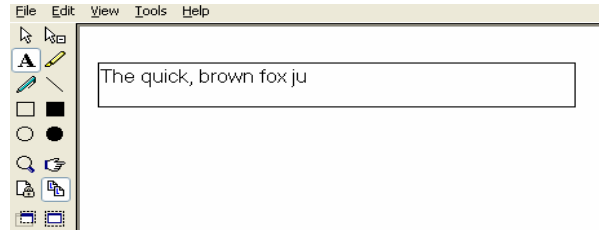


Because the whiteboard is a shared tool, Phil was also able to add items to the whiteboard and, in this instance, added the dollar figures that each pie piece represented.

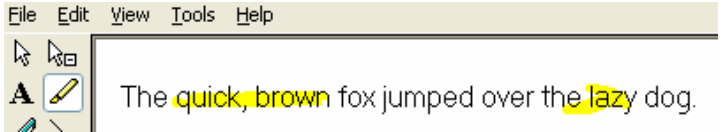


The whiteboard can also be used for text-based tutoring.

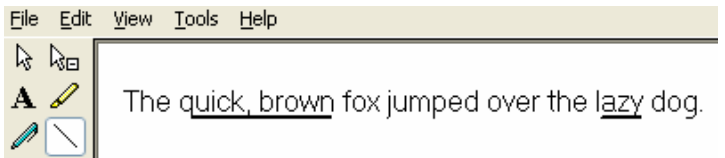
In this instance, I typed a simple phrase (and Phil was able to see the typing in real time):



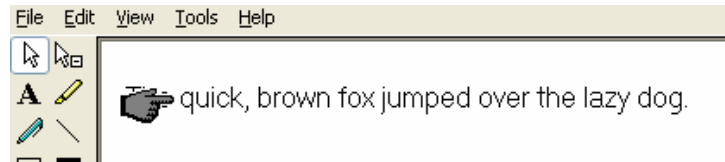
There are a number of things that this could be used for. Using the highlighter, highlight the adjectives in the sentence:



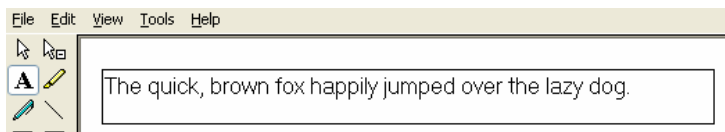
Using the line tool, underline the adjectives in the sentence:



Using the “hand” tool, move the hand to point out the adjectives in the sentence (the hand tool is usually used for pointing out or highlights objects in the whiteboard):



Using the text tool, insert an adverb into the sentence:



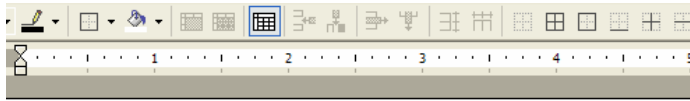
Program sharing

One neat feature of collaboration tools is the ability to “share” programs; this works very well as an instructional, training, or technical support tool. Essentially, one person enables program sharing and chooses which programs can be shared (the entire computer isn’t available for sharing, just the chosen programs). The person on the other end is then able

to see the program, for example a web browser, including screen changes, cursor movements, and scrolling. Either person can request control of the program and is able to edit, change, and move around in the program or document. In addition to being a great option for tutoring and instruction, this allows two people to work on the same document without having to crowd around a single machine or hunch over a paper document. Word processors, spreadsheet programs, email clients, and all other programs can all be shared

Program sharing is a little slower, especially with a dialup connection, but it is a very viable option for tutoring and collaboration and is limited only by the creativity of the users. We used program sharing primarily for typed information, assessments, and discussion.

For example, in practicing for the essay or for working on writing skills, sharing a word processing program can be extremely beneficial. Phil would type a few paragraphs based on a set theme (in this case, the theme would be "Plagiarizing the Gettysburg Address"):



Four score and seven years ago our fathers brought forth on this nation, conceived in Liberty, and dedicated to the proposition that all m equal.

Now we are engaged in a great civil war, testing whether that n. so conceived and so dedicated, can long endure. We are met on a great war. We have come to dedicate a portion of that field, as a final resting

And I could provide suggestions for grammar, content, or spelling (apologies to President Lincoln):



Eighty-seven years ago our fathers brought forth on this contine conceived in Liberty, and dedicated to the proposition that all men are c

Now we are engaged in a great Civil War, testing whether that n so conceived and so dedicated, can long endure. We are met on a great war. We have come to dedicate a portion of that field, as a final resting

And the reasons for the suggestions and changes could be discussed.

Other tools

NetMeeting and other collaboration tools have additional features which are optional. These features include:
video (if one or both people have cameras, the video will load automatically);
chat (which can be used if other chat software isn't available);
file-sharing (for sending files back and forth)

Results

After 2 months of averaging once-a-week tutoring, Phil had taken a couple of practice tests online and out of a GED preparation book and passed with flying colors. He decided that he was ready to take the official test, although scheduling was proving challenging again. He opted to take the test over two days and after he was done, told me that he thought he did well.

A month or so later I came home from work and my husband said "Phil called, he wants you to call him back." I grabbed the phone and called him back immediately; when he answered I said "Did you pass?" and he said "Hello, I'm fine, thanks, how are you?" He always was a devil... To make a long story short, he not only passed, but he passed with three perfect scores; he was pretty amused by all of my "woohoooo"-ing.

Since then he has enrolled in college and has taken a course, actually an online course, in which he got an A.



Check Out These Websites!

A Celebration of Women Writers

<http://digital.library.upenn.edu/women/>

This site promotes awareness of women's literary contributions in all genres through an easy to use listing of links to biographical and bibliographical information about women writers, as well a regularly updated list of published books by women (both recent and classic). The most exciting feature, however, is the collection of rare works available free right on the website. These works can be browsed by author name, ethnicity, and country, as well as the century they were written in.

Literacy and Social Change: From a Woman's Perspective

<http://www.literacy.org/products/ili/pdf/ilprocus.pdf>

Here you'll find a thorough analysis of two literacy projects in Bombay. The first was entirely coordinated by the women living in the slums of Prakashnagar and Shantinigar with the goal of using literacy to help end domestic abuse relating to alcohol and dowries. The second focused on the communities of Kherwadi and Khernagar, participants in a project called "Each One Teach One," organized by a local college of social work. This program aimed for higher adult literacy as a result of children teaching their parents how to read. The site explains both the projects' outcomes and the background information needed to understand the participants' motivation and perspective; including background information about the communities and their members, relevant cultural values, and application of critics' theories about literacy to the projects.

WE LEARN

<http://www.litwomen.org/lwritings.html>

The Women Expanding/Literacy Action Resource Network's website features links including recordings of book discussion circles, books and websites pertaining to women as learners, and research articles about women's literacy. Good site for women learners seeking connection through other groups and publications.

U.S. Department of Labor- Women's Bureau

<http://www.dol.gov/wb/welcome.html>

The Women's Bureau of the Department of Labor is "devoted to promoting better working conditions for women, increasing women's earnings, and advancing women's opportunities for profitable employment." Their website includes links to Department of Labor programs and resources by state; reports and fact sheets about women in the workforce, statistics, and the latest issues and conferences relating to women's employment; as well as locations of regional offices and a short history of the Women's Bureau.

Ohio Literacy Resource Center

Enhancing Adult Literacy

Non-Profit Organization
U.S. Postage
PAID
Kent, Ohio 44240
Permit No. 2

Ohio Literacy Resource Center
Research 1 - 1100 Summit St.
Kent State University, PO Box 5190
Kent, Oh 44242-0001

#444825

Phone: (800) 765-2897, (330) 672-2007
Fax: (330) 672-4841
Email: olrc@literacy.kent.edu

Check Us Out!
<http://literacy.kent.edu>

INTERESTED IN OBTAINING OR BORROWING COPIES OF ITEMS IN

The OLRC *News*

Please fill out the order form below (put an X by the items you would like to borrow) and FAX it to the OLRC at (330) 672-4841

For 2-week loan (copies limited; there may be a wait):

___ *The Skillful Teacher*

___ *So... You Want to Teach Adults?*

___ *The Leadership Secrets of Santa Claus*

.....
Your Name _____ Program Name _____

Your Complete Address _____

Program Address _____

Your Email _____ Program Email _____

Your Phone _____ Program Phone _____