



OLRC PROFESSIONAL DEVELOPMENT ACTIVITIES

The OLRC will sponsor the following statewide activities in 1998-99. If you are interested in any of these, please return the form on page 3.

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□ The OLRC is sponsoring attendance for ABLE personnel at the Ohio Department of Education, Division of Early Childhood Education Annual Conference to be held November 1-3, 1998 at the Hyatt Regency-Greater Columbus Convention Center, Columbus. The separate track for Family Literacy will include over 25 sessions designed specifically for adult literacy educators. There is also a special Family Literacy Luncheon on Tuesday. ABLE personnel and public librarians will have the registration fee waived by writing "ABLE teacher" or "librarian" above the name on the registration form.

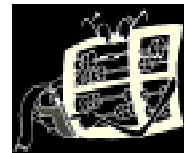
□ Family Math: From Early Childhood through the GED is an all-day math workshop to be held Saturday, February 27, in Columbus. This hands-on approach to math for all ages will help teachers help their adult ed. students earn the GED, as well as help their preschool and elementary age children with math concepts. Number sense, estimation, problem solving skills, and basic math concepts will be addressed.

Participants will try activities from Family Math and learn how to adapt them to their own teaching situation. Ideas for implementing Family Math into one's program both formally and informally will be explored.

□ Math Kick-off Days will be held in each region next August and will again feature Ohio math teachers sharing best practices. Information on dates and registration will be available next spring.

□ Early Childhood Education Annual Conference

□ Family Math Workshop



□ Math Kick-off Days

(continued on Page 2)

□ A one-day OLRC Technology Conference will be held Friday, March 12, 1999 in Columbus. 100 adult educators will be able to attend and participate in various sessions. The conference will feature a morning keynote address and afternoon breakout sessions focusing on the use of technology in the ABLE classroom. Workshops will include such topics as the use of technology as a tool for effective teaching and learning; alternative instructional strategies required by the use of technology; and potential obstacles to productive technology usage. Conference participants will also have the opportunity for hands-on computer activities.

□ Technology Conference

□ Student writers will again be honored next April 23 at the **OLRC Writers Conference** to be held in Columbus. Adult students across Ohio will be asked to submit samples of their writings by February 10, 1999 and seventy-five entries will be selected to be published in *Beginnings II*. (See related article on page 7). These student writers and their teachers will be invited to the Writers Conference where they will be recognized. Information on this year's Writing Project will be mailed to teachers in November. In the meantime, encourage students to sharpen their pencils or fire up their computers to begin work on pieces for next years' publication and conference.

□ Writers Conference

Writing Workshops on how to use *Beginnings* with your students have been scheduled in the four regions: December 4, Northwest; January 8, Southwest; January 22, Northeast; and February 12, Central/Southeast. Registration will be through the Regional ABLE Resource Centers.

□ The **4th Annual Leadership Development Institute** will be held March 24-25, June 23-24, and September 29-30 at Mohican and Deer Creek State Parks. Ohio ABLE directors, coordinators, and teachers with some program management responsibilities are encouraged to attend. The Institute is designed to provide both a theoretical and practical understanding of leadership skills and includes such topics as leadership principles, personal mission statements, teamwork, collaboration, and change. The Institute combines speakers, teamwork, individual exploration, and applications to individual situations.

□ 4th Annual Leadership Development Institute

1999 Leadership participants will join over 80 ABLE professionals who have participated in the Institute in the past three years. On-going activities for Leadership graduates include opportunities to attend video-conferences, an annual Leadership award, and periodic reunions.

Registration brochures will be mailed in December, 1998 and the deadline for applications is February 8, 1999. The registration cost is \$25.00; all expenses at the Institute are covered by the OLRC. Graduate credit from Kent State University is also available.

□ An invitation is extended to all participants from the 1996, 1997, and 1998 **Leadership Development Institutes** to attend a special **reunion** February 11-12 at Mohican State Park. This will be a time to renew those personal mission statements, share experiences with other ABLE professionals, and learn some new leadership skills. Information will be mailed in November.

□ Leadership Reunion

□ The OLRC will be coordinating 12 technology projects in local adult education programs across the Midwest states for a five-month period beginning in December. Funded by GTE Foundation, these Inquiry Projects will allow local teachers to receive funding to identify gaps in web-based instructional methods, develop materials for use on the Internet, and pilot test the materials in the classroom. The programs will also participate in an initial training in Chicago in December and in on-going discussions with each other. These local technology projects are an expansion of OLRC's work through the National Institute for Literacy as the Midwest Regional Technology LINCS. Information will be mailed to Ohio programs in September and the deadline for applications is November 2, 1998.

□ Local Technology Projects

□ In January 1999, OLRC will announce a mini-grant project to further expand the work of The Reading Group. Four teams of 2-3 teachers will be selected to develop curricular materials using titles from Recommended Trade Books to help adult students prepare for the GED.

□ Reading Mini-grants

For four years, The Reading Group at OLRC has reviewed books published as children's or juvenile literature that are appropriate for use in the adult classroom. The group publishes in paper and online a yearly supplement of information and teaching suggestions on these books called Recommended Trade Books. During the past year, OLRC expanded the work of The Reading Group by working with Regional Reading Groups.

The mini-grant project will provide an opportunity for professional development and for the national publication and dissemination of work. Watch for further information.

Ohio has been engaged in the past two years as part of the national Equipped for the Future (EFF) project. The results have been promising and have generated enough interest at the local and state level in Ohio that expansion of pilot/demonstration activities will take place during the 1998-99 program year. With funding from the Ohio Department of Education and under the leadership of the Ohio ABLE Resource Center Network, local ABLE programs in Ohio will have the opportunity to apply the EFF model in some of their classrooms.

EFF
Demonstration
Sites

The objectives of this demonstration site project will be to develop examples of the use of the EFF framework in a variety of program types and classroom situations. The work in 1998-99 should also develop a core of teachers and administrators who can assist as mentors/trainers for expansion of EFF in future years.

Eight local programs will be chosen with at least one from each of the four ABLE regions. Each program will commit 3-5 teachers and an administrator to the 4-month project and will receive \$6,000 to be used for personnel costs to cover additional planning time. An initial two-day training will be held in November to be followed by activities within the participating programs in January-April.

Equipped
for the future

Information on applying to be a EFF Demonstration Site was mailed in September and the deadline for applications is October 12, 1998. For more information contact Jean Stephens at the OLRC or your regional ABLE Resource Center.

TO MAKE SURE YOU RECEIVE INFORMATION ABOUT ANY OF THESE ACTIVITIES, FILL OUT THE FORM BELOW:

Please fill out the form below (put an **X** in the box next to the event) and fax to the OLRC at 330-672-4841:

<input type="checkbox"/> EARLY CHILDHOOD CONFERENCE	Your Name: _____
<input type="checkbox"/> FAMILY MATH WORKSHOP	
<input type="checkbox"/> OLRC TECHNOLOGY CONFERENCE	Phone No.: _____
<input type="checkbox"/> WRITERS CONFERENCE	
<input type="checkbox"/> 4TH ANNUAL LEADERSHIP DEVELOPMENT INSTITUTE	Complete Address: _____ _____
<input type="checkbox"/> LOCAL TECHNOLOGY PROJECTS	
<input type="checkbox"/> READING MINI-GRANTS	Fax No. _____
<input type="checkbox"/> EFF DEMONSTRATION SITES	Email _____

Answers and citations to the Quiz (see Page 7)

- 1) **25%** of today's knowledge: *Personal Journal*, August 1994.
- 2) Most basic career skill: **Learning to Learn**. *WorkAmerica*, July/August 1996.
- 3) Almost **25%** of American workers. *Management Review*, February, 1996.
- 4) In 1994, some **57%** up-skilling and **5%** de-skilling. National Alliance for Businesses' *Workforce Development Trends*, Spring, 1996.
- 5) Primary task will be **Information Management**. *The Futurist*, Jan-Feb 1994.
- 6) Best protected with **specific skills and motivation to continue to learn**. *WorkAmerica*, April 1996.
- 7) ETS survey: 90 million. *National Adult Literacy Survey*, 1993.
- 8) Some **30-44%** of recent college grads. *TERM*, Sept/Oct, 1995.
- 9) About **57%** of students and **10%** of employers felt. *National Assessment of Educational Progress*, 1992.
- 10) Some **68% of superintendents, 44% of teachers, and 4% of business leaders** thought so. *Wall Street Journal*, Feb 21, 1995.
- 11) Two top impediments: **regulatory pressures and a lack of skilled workers**. *WorkAmerica*, April 1996.
- 12) Nearly **20%** of America's... *The Futurist*, March/April 1996.

An Update Extra * April 1998 * National Center for Family Literacy

Work-based Learning - Learning that Works

by Jane J. Meyers; Adult Literacy Coordinator; Canton (Ohio) City Schools

At an elementary school in Canton, Ohio, Even Start parents learn benefits of family math and decide to organize a family math night for the school. The project involves planning, decision making, and teamwork. They must write a proposal for the principal's approval, draw up budget and accurately record expenses, create a flier to advertise the event, prepare food, and arrange for door prizes, among other tasks. The students decide to consult a Title I specialist about intergenerational math activities.

How will parents benefit from this work-based experience? They will learn basic math and language skills; they will learn to organize, and communicate both orally and in writing. These parents will learn about nutrition, budgeting skills and as many other basic skills as the instructor can connect to the project and time allows during these activities.

Think of the many areas of learning you must use to accomplish all your tasks during a day at work. Some are basic arithmetic and reading skills, others are more complex, such as communicating information and ideas verbally and in writing. These are not discrete, separate tasks organized by levels of difficulty, but are interwoven into the variety of tasks that make up a work day.

Can students learn basic skills while they perform work related tasks? The answer is yes. Work-based learning is student centered, active learning that teaches basic skills in a real work situation. It enhances student motivation and achievement because students are actively involved in the application of basic skills to complete a job.

This form of teaching requires creativity as well as careful planning on the part of the instructor. The instructor must carefully analyze the various tasks parents undertake at work and capture "teachable moments" embedded in them to impart basic skills included in the task.

Traditional adult education classes generally focus on one activity or topic at a time, but work-based learning layers many skills and content areas in order to deepen students' understanding and increase their retention.

Work-based learning can be used on a limited or periodic basis either to enrich the curriculum or as the primary focus of the program. Some counties allow welfare recipients to fulfill their work requirements through on-the-job learning in work-based programs. This enables students to gain the benefits of actual work experience while developing the skills they need to successfully maintain employment.

Family literacy programs also can use work-based learning to teach parenting skills and help parents become more involved in their child's school by arranging for parents to participate in work experiences at the school. Possible jobs might include publishing a school newspaper, serving as a receptionist in the office, creating take-home learning activity packs, preparing and serving food in the cafeteria, planning a party or special event, assisting in the computer lab, or running a book fair.

To be successful, work-based learning experiences must be built around real work that needs to be done and that is meaningful to students. The best projects are the work the students identify as those needing to be done. The teacher guides the students, helps them to reflect on what they are learning, and weaves connections to other areas so that they can extend it. Teachers don't, however, do the work.

Students plan and organize the job, assign teams, acquire and interpret information, communicate with others within the class and the community, and routinely evaluate and assess progress. If unforeseen problems arise, students find solutions to them.

Work-based learning incorporates real materials, such as phone books, calculators, bus schedules, computers, and newspapers. Skills are taught as they are needed to complete the work. For example, if students need to present an idea to the principal for approval, they will learn speaking or formal writing skills. Students planning and preparing food for an event may need to learn about nutrition and safe food handling; those preparing a budget and purchasing supplies, on the other hand, might need to learn new math skills.

Assessment for work-based learning must be authentic and student driven. Students must learn to identify clear criteria for work standards before beginning the job. They need to know how to seek and respond to feedback throughout the work experience. Reflection and documentation on both the learning process and the work product are essential.

Welfare reform demands that recipients work, while in reality, many parents are unprepared to maintain regular employment and are struggling to meet the demands of parenthood. Work-based learning can help family literacy students develop the skill they need for success in their dual roles as parents and workers.

Across town in another elementary school, Even Start parents are producing a parent newsletter. They decide what types of information might interest their fellow parents and divide up the assignments. Some research discipline strategies. Others survey the staff for ideas on helping with homework. Two moms check with the school librarian on how to select good books to read aloud to children.

The parents set deadlines, choose student editors to help refine articles, and student typesetters to design the newsletter on the computer. Students begin to identify the assistance they need to develop the skills to do the job. They invite a writer from the local newspaper to explain the "five Ws." A teacher agrees to show the typesetters some word-processing skills. These parents are fulfilling their welfare work requirements through a work-based learning job that also teaches basic workforce and parenting skills.

Reprinted from An Update Extra from the National Center for Family Literacy, April, 1998.

The Success Factor

Bonnie Hedrick and Robert Canning from the Ohio Prevention and Education Resource Center (OPERC) in Cincinnati conducted Success Factor workshops last spring at the regional resource centers in Ohio. Based on the work of researchers Steven and Sybil Wolin, these workshops introduced the idea that we all have certain resiliencies we draw upon to help us survive adversity in our lives. These resiliencies, along with intelligence, are the components of success. In the first part of the workshop, Bonnie and Robert used video tapes and discussions to explain what the resiliencies are. According to Steven and Sybil Wolin who have done research with adolescents from troubled backgrounds there are seven resiliencies.

1. **Insight:** sensing, knowing, and understanding something is wrong.
2. **Independence:** separating from negative situations, establishing emotional and physical distance from difficult feelings.
3. **Relationships:** connecting to others, recruiting others, making and sustaining fulfilling ties to others.
4. **Initiative:** exploring, working, generating, taking initiative, solving problems.
5. **Humor:** playing, shaping, laughing, the ability to laugh at one's self and one's troubles.
6. **Creativity:** playing, shaping, composing, representing one's inner self in art forms.
7. **Morality:** judging right from wrong, expressing values of right and wrong, serving others, altruism.

In the second half of the workshop Bonnie and Robert pointed out that even though the research focused on children and adolescents, the information on resiliencies was applicable to adults as well. Many adults have developed resiliencies but may not realize they have these strengths. As educators of adults it is up to us to recognize these resiliencies in our adult students and help our students see these strengths in themselves. The Wolins call this process reframing. In reframing, we call the student's attention to a resiliency and compliment them on it. For example, a teacher might comment on a new student's courage/initiative on coming to the GED class. By calling attention to our students' resiliencies we can help them see the success in their lives.

If you would like more information on resiliencies, the Wolins' book is called *The Resilient Self: How Survivors of Troubled Families Rise Above Adversity*. This book can be ordered from Random House Publishers, 1-800-726-0600. The cost is \$23.00 plus tax and \$6.00 shipping.

Bonnie Hedrick and Robert Canning can be contacted at OPERC by calling 1-800-788-7254 and choosing option 2.

New Arrival at OLRC

After six months gestation, the *Family Literacy Resource Notebook* arrived, weighing in at over 1000 pages. Parented by a subcontract of the Ohio Family Literacy Statewide Initiative, the new publication of the Ohio Literacy Resource Center offers information to those who want to know what family literacy is all about as well as family literacy providers who want to expand and enrich existing programs. The organization of the book allows it to be used as a complete reference volume or as independent chapters to meet specific needs as they arise.

The Notebook benefits not only family literacy providers but also other organizations that serve adults and families. Chapters address program start-up, funding sources, proposal writing, staff review procedures, and recruitment strategies. It collects sample brochures, surveys, job descriptions, PSA's (public service announcements, and handouts for training staff and collaborators). The section on evaluation provides easy-to-understand terms and concepts on alternative and standard assessment.

But that's not all. Chapter 3, a directory of directories, compiles contact information for national and state organizations that serve families. It becomes your personal phone book for family services. In addition, each chapter contains prodigious lists of print and Internet resources.

Where can you find this handy resource? Members of the Ohio Family Literacy Task Force disseminated the *Notebook* to their organizations--ABLE, Even Start, Head Start, Title 1, State Libraries, Families and Children First, the Ohio Department of Health, the Ohio Literacy Network, the Ohio Department of Human Services and the Hunger Task Force. The ABLE Regional Resource Centers have copies to lend.

In addition, the entire publication will be available online at the OLRC web site <<http://literacy.kent.edu>>. All material may be duplicated.

Contact Connie Sapin at the OLRC 800-765-2897 x17 or csapin@apk.net for more information. Teachers and administrators who plan to attend the ECE/SACC Conference (Early Childhood Education and School Age Child Care) in November will have an opportunity to participate in workshops applying the online *Notebook* to actual problems of program development.

Information on the Notebook will also be presented at the ABLE Director's meeting in October.



REVIEWS

How Do They Know They Know: Evaluating Adult Learning

How Do They Know They Know: Evaluating Adult Learning is the third book in a series on popular education by Jane Vella. In this book, Vella explains step by step her model for program evaluation. Vella begins the book by discussing how her model of evaluation is related to the practice of popular education introduced in the first two books of this series, Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults and Training Through Dialogue: Promoting Effective Learning and Change with Adults. In the second chapter Vella discusses the theoretical foundations for evaluation and shares her philosophy on evaluation. She states that evaluation should be developed as a part of program planning, not separate from it and that evaluation should not just be the endpoint of a program but should serve as checkpoints throughout the program. In this chapter she also describes the characteristics of effective evaluation and discusses the accountability process. The accountability process is a "systematic way to prepare a comprehensive, objective evaluation plan as an integral part of an educational program." In chapter three Vella introduces the accountability planner. The planner is a chart with six columns to assist the program planner in designing appropriate evaluations and also to identify gaps in the program plan. The column headings are: 1) SKA's, Content, and Achievement-Based Objectives, 2) Educational Process Elements: Learning Tasks and Materials, 3) Anticipated Changes--learning, transfer, impact, 4) Evidence of Change--content, process, qualitative, quantitative, 5) Documentation of Evidence, 6) Analysis of Evidence. By using explanations, examples, and activities called "Your Turn," Vella guides the reader through the construction and use of the accountability planner. While most of Vella's book explains how to design evaluations during the program planning process, she does devote a chapter to evaluating existing programs. In this chapter Vella explains how to choose which elements of the program to evaluate, how to maintain objectivity, and how to identify situations when evaluation is not appropriate. In chapter five of the book, Vella gives three case studies in which the accountability planner was used successfully. The book concludes with a glossary of educational, planning and evaluation terms and the accountability planner that Vella used to revise a course she teaches at the Jubilee Popular Education Center in Raleigh, North Carolina.

Vella, Jane; Berardinelli, Paula; Burrow, Jim. (1998). How Do They Know They Know: Evaluating Adult Learning. Jossey-Bass, San Francisco (136 pages).

This book can be borrowed from the Ohio Literacy Resource Center or can be ordered from Jossey-Bass Publishers, phone 415-433-1740 or fax 1-800-605-2665. Cost is \$26.95 plus shipping and handling.

GED Performance

The National Library of Education Office of Educational Research and Improvement recently released a synthesis of 50 years of research related to educational and labor market performance of GED recipients. The research traces the evolution of the purposes for which GED examinees take the tests and the test itself, in an effort to determine how successful those students who attain the GED credential are, how their performance in post-secondary education and the job market compares with that of regular high school graduates and other high school dropouts, and what relation, if any, the GED certification has to outcomes in these arenas.

Beginning with the GED's practical origins during World War II as a means for veterans and armed services members who lacked high school diplomas to gain entrance to college, the report summarizes the evolution of the direct functions of the GED as a means of measuring and assessing cognitive skills and as a certification of those skills to prospective employers, post-secondary institutions, the military, the federal government and others who might have to make a selection decision about an individual. The report also focuses on the indirect functions of GED certification, including the GED as a stimulus to human capital investment, the GED as a sorting procedure, and the GED as a self-confidence builder for persons who did not complete high school. Among the conclusions presented in the report are the following:

- GED recipients are much more likely to participate in post-secondary education and vocational training than are other dropouts.
- GED recipients graduate from vocational programs at about the same rate as high school diploma holders, but are only half as likely to earn associate's degrees and much less likely to earn bachelor's degrees.¹
- GED recipients who graduated from post-secondary institutions earned approximately the same grade point averages as those with regular high school credentials.
- The hourly wages of GED recipients tend to be higher than those of dropouts but lower than those of high school graduates.
- The labor market performance of female GED recipients tends to be stronger than that of males.²
- The biggest advantage of GED certification is that it increases access to post-secondary education and training, which in turn tends to increase earnings.

¹These attrition rates are probably not a "result" of GED certification, but of other predisposing factors such as single-parent status and delayed enrollment.

²Compared to dropouts, female GED recipients were less likely to be unemployed, spent more time working, had less job

Continued from Page 6

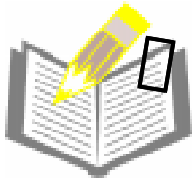
turnover and had greater annual earnings than their male counterparts.

Boesel, David, Alsalam, Nabeel; Smith, Thomas M. (1998). Educational and Labor Market Performance of GED Recipients Washington, DC: U.S. Dept. of Education. (145 pages).

This book can be ordered from EDRS, 1-800-443-3742 for \$29.47. The reference number is ED 416383.

Beginnings Again . . .

Copies of *Beginnings*, the Ohio Literacy Resource Center publication of the May 1998 Ohio Writers' Conference, have gone out to ABE Directors throughout Ohio. Included are teaching suggestions for reading and writing activities in the classroom using the poems, essays, and short stories written by Ohio adult students. Additional copies are available from OLRC for \$4. Call Bryan Bardine at the OLRC 800-765-2897 x19 for more information.



Working into the 21st Century: A Quiz

This quiz is one of several devices used by Dr. Curtis Miles to help business leaders and educators focus on some current issues and encourage a serious dialogue to resolve them. Some of the answers may surprise you.

- By 2005 about _____% of today's workplace knowledge and practices will be obsolete.
- The most basic of all career skills is _____.
- Almost _____% of American workers are employed as temporaries or contract employees.
- In 1994, some _____% of firms reported "up-skilling" first line jobs, while _____% of firms reported "de-skilling" jobs.
- By the year 2010, most American workers' primary task will be _____.
- For the next several decades, those workers best protected from unemployment will be those having _____ and _____.
- A 1993 ETS survey suggested that _____ million of America's 191 million adults are at best marginally literate.
- Some _____% of recent college graduates are estimated to be unemployed, underemployed, or serving lengthy internships.
- About _____% of students and _____% of employers felt that high school graduates were able to solve complex problems.
- Are schools doing a good job? Some _____% of superintendents, _____% of teachers, and _____% of business leaders thought so.
- Almost 50% of a survey of small business people reported that the two top impediments to their growth were _____ and _____.
- Nearly _____% of America's 85 million full-time, year-round workers earn less than a poverty wage.

Answers on Page 3.

Ohio Literacy Resource Center
Statewide Events
September 1998-September 1999

November 1-3:	Early Childhood Conference
December 4:	Northwest Writing Workshop
January 8:	Southwest Writing Workshop
January 22:	Northeast Writing Workshop
February 11-12:	Leadership Reunion for previous Institutes
12:	Central/Southeast Writing Workshop
27:	Family Math Workshop
March 12:	Technology Conference
March 24-25:	Leadership Development Institute IV, Session I
April 23:	Writers Conference
June 23-24:	Leadership Development Institute, Session II
August:	Regional Math Kick off Days
September 29-30:	Leadership Development Institute, Session III

