

# The OLRC News

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## Starbucks Foundation Partners with OLRC



**D**id you know that 3-to 5-year old children of parents with a bachelor's degree or higher were more likely to visit a library or have been read to in the past month than children of parents with a high school diploma or less (U.S. Department of Education, 1996)?

On November 1st, the Ohio Literacy Resource Center and the Starbucks Foundation kicked off their partnership to address literacy in families. Communities across the nation have been celebrating Family Literacy Day since 1994. The activities start November 1st and continue through the month. This month is a time to acknowledge the impact parents have on their child's learning and the impact parental involvement

has on the structure of today's families. Family literacy programs are very important in assuring that our children become more literate and that parents are very active in this process.

In the month of November, family literacy programs, community centers, libraries and other educational organizations around the country plan special events that help raise awareness of family literacy. The Ohio Literacy Resource Center is committed to and recognizes the importance of families reading, playing, and learning together; therefore, we have taken an active role in the celebration of Family Literacy Day.

To increase awareness, and to serve as a model for other programs, a pilot program involving families from Stark County Even Start will participate in family "fun nights" at two Starbucks in Stark County. The family fun nights will be held in March and May and will center on themes that include read alouds, puppets or storytelling. The families will receive backpacks containing books related to the themes, fun activities and written material. These activities and events are all made possible through funding and support from the Starbucks Foundation.

The two Starbucks stores in Stark County will kick off the partnership with a children's book drive. Books collected from the drive will be given to the Stark County Family Reading and Math Centers. During the month of November, Starbucks' customers will receive bookmarks in appreciation of their book donations.

In addition, the Stark County Public Library will sign and give bookmarks, provided by the OLRC, to each family that has checked out and read ten books. Through these efforts, we are hopeful that this program will encourage Even Start families to visit the public libraries more often, build their own libraries, and read more books to improve their literacy levels as a family.

To learn more about National Family Literacy Day and how to become involved please visit <http://famlit.org>.

# Celebrate and Promote Diversity

*Kenan Bishop and Sandra Golden*

Adult Basic and Literacy Education programs are diverse and multicultural. As program directors, coordinators, and teachers, we learn something about our students and from our students. Therefore, to foster, encourage, and promote diversity we must start by changing our classroom environment. All of our students come from very diverse backgrounds, not just race, gender, age, and ethnic backgrounds, but socio-economic, employment, welfare, single parent, and criminal backgrounds, from a life of abuse (drug, alcohol, child, domestic), and education just to name a few. Your students' experiences can help you to begin the process of celebrating and promoting diversity in the classroom.

As a small child did you ever fall asleep in a parent's or loved one's arms? It feels like the safest place on earth. The ABLE classroom needs to provide an environment that promotes the same feeling of safety. To foster this safe environment the teacher with his or her students can develop a classroom creed. The creed will promote respect for one another's beliefs, cultures, and backgrounds. Once group consensus has been made, display the creed in an area for everyone to see. To celebrate individuality, you may consider informal group discussion on students' successes from the week through accomplishments made in class, the workplace, or home. Other ways to celebrate are through writing assignments, student presentations, or guest speakers. When promoting individuality consider "show and tell" or a pot luck. These activities can encourage students to share aspects of their culture, beliefs, and family life, which are the fabric of their individuality. Furthermore, these activities will also reflect and illustrate the diversity of the students that we serve.

We offer this process for program directors, coordinators, and teachers who seek to provide an environment where students are open to share their beliefs and attitudes. This will allow students to be heard and not criticized by others with different beliefs and experiences. It's time to trust the process! The process of fostering, encouraging, and promoting diversity in our classrooms is a process for valuing, encouraging, and celebrating our students' individuality.



**Defintions** (<http://www.inform.umd.edu/EdRes/Topic/Diversity/Reference/dovdic.html>)

**attitude (n)** – A way of thinking or behaving.

**beliefs (n)** – What one believes

**creed (n)** – Set of beliefs or principles

**culture (n)** – The customs and civilizations of a particular people or group.

**diversity (n)** - A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.

**multiculturalism (n)** - The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment.

**values (n)** – Standards or principles considered to be valuable or important in life.

## Suggested websites

<http://www.pbs.org> -provides information and resources on history to science and technology, great links to sources for teaching ideas, and current news events.

<http://www.aclu.org> - this is a freedom network with discussion on issues from criminal justice to workplace rights

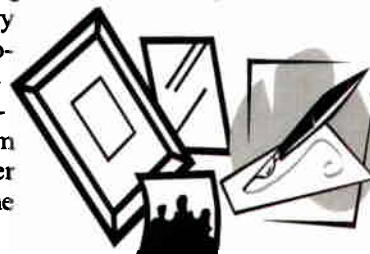
<http://www.duboislc.com/creed.html> - this site provides the creed of the W.E.B Dubois learning center. A good example of a collaborative creed.

# Celebrating Ohio History Through ABLE Students

As Ohio lays the foundation for its bicentennial in 2003, this is also a time to celebrate Ohio ABLE students' writings of their personal historical perspectives or events in Ohio. With support from ABLE teachers and support from the Ohio Literacy Resource Center, teachers and their students are invited to participate in the second annual Ohio History Day Conference. Selected works from students will be published in **History Untold: Celebrating Ohio History through ABLE Students**. This publication is sent to Ohio dignitaries, Ohio Department of Education, Kent State University senior administrative staff, ABLE program directors, and various Ohio libraries. In addition, teachers and their students will receive an invitation to join us and other special guests at the second annual Ohio History Day Conference. Don't miss out on this wonderful event of celebrations.

This year the conference was held at The Inn at Roscoe Village. Students were given the opportunity to share their experiences with special guests, teachers and students. We had a walking tour of Roscoe Village where we visited an old school house, a blacksmith shop, and learned about the culture and customs of folks during 1800's. The highlight of our conference was an oral history dramatization presented by The Wallpaper Project. This project is a theater and community history effort in Auglaize County (midwest Ohio). The Wallpaper Project was established in 1997 and has been named the curriculum model for the Ohio Oral History Institute.

Submission deadline for next year's conference is March 1st. Detailed information, guidelines, teaching strategies, and a sample lesson plan will be sent to each program director in November. The Ohio History Day conference is scheduled for Friday, May 31, 2002 at the Ohio Historical Center in Columbus, Ohio. The Ohio Historical Center is the headquarters for the Ohio Historical Society and Ohio's museum that showcases history from the ice age to the year 1970. It is described by the 1989 Smithsonian Guide to Historic America as "probably the finest museum in America devoted to pre-European history." We are excited to announce that the Wallpaper Project will join us again! You don't want to miss this spectacular presentation and all of the activities that the OLRC has planned for you and your students.



## Beginnings V -The Art of Writing

The Ohio Literacy Resource Center will celebrate the art of writing at the 5th Annual Ohio Writers' Conference on Friday, April 19, 2002 at the Wyndham Dublin Hotel in Columbus. As is customary, adults who are enrolled in Adult Basic Literacy Education classes are invited to submit original writings to the Ohio Literacy Resource Center for review and possible publication in *Beginnings V*, the annual publication of the OLRC that includes the creative writings of adults in the state of Ohio.

This year's conference will feature keynote speaker, Harry Noden, author of the highly acclaimed book, *Image Grammar*. Noden has received outstanding reviews from several NCTE publications and was selected by the Ohio Council of Teachers of English Language Arts as Ohio's Outstanding Middle School Language Arts teacher.

Award winning storyteller, Lyn Ford, will engage the participants with her talents in large and small group sessions during the conference. Lyn will share her multifaceted "art of storytelling" prior to the awards ceremony.

Look for the informational brochure, submission guidelines, and applications this fall. For further information, contact Chris McKeon at [cmckeon494@aol.com](mailto:cmckeon494@aol.com) or call the Ohio Literacy Resource Center at (800) 765-2897 ext. 20752.

## OLRC Welcomes Dowdy to Kent

The Ohio Literacy Resource Center welcomes Joanne Kilgour-Dowdy to Kent State University. Joanne started at Kent State this fall semester as a professor of Adult and Adolescent Literacy and is currently teaching a class on Politics and Literacy. Joanne comes to us from Georgia State University, where she taught classes in literacy and coordinated the International Women and Literacy Conference. Her area of interest is women and literacy. Joanne worked with the OLRC this summer on a women and literacy webliography that will be linked to our website in the near future. Joanne has numerous publications on literacy and is the co-editor of *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*, which will be published in February 2002. Joanne is also the author and performer in an autobiographical play, "Between Me and the Lord." We extend a warm welcome to Joanne.

### Way to Go!



Nancy Markus, Math Consultant for the Ohio Literacy Resource Center was honored as Outstanding Mathematics Teacher for the East District of the Greater Cleveland Council of Teachers of Mathematics. Congratulations Nancy!

# Resources and Reviews

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**Enzensberger, Hans Magnus. (1998). *The Number Devil: A Mathematical Adventure*. New York: Henry Holt.**

*The Number Devil* is a wonderful book of number theory for adult education teachers and students. It is written on a 5th through 8th grade level. In the book, Robert's dreams take a decided turn for the weird. Instead of falling down holes and such, he visits a bizarre magical land of number tricks with the Number Devil as his host. Starting at one and adding zero and all the rest of the numbers, Robert and the number devil use giant furry calculators, piles of coconuts, and endlessly scrolling paper to introduce basic concepts of numeracy, from interesting number sequences to exponents to matrices. Author Hans Magnus Enzensberger's dry humor and sense of wonder will keep teachers and adult education students entranced while learning mathematical principles. Who could resist the little red guy who calls prime numbers "prima donnas," irrational numbers "unreasonable," and roots "rutabaga"?

Adult education teachers and students can read the book together, discussing the mathematical concepts in each chapter. It could be used as an integrated long term lesson; there are twelve chapters, each dealing with a different concept. Questions that could be asked might include some of the following: What math is explored in this chapter? What do you think this means? What words do we use to describe these concepts? What did you like about this chapter? Is there another concept that you can describe in non-mathematical terms? Reading and discussing this book is a useful, fun way to explore these various concepts and expand mathematical knowledge.

**Merriam, S.B. and Simpson, E.L. (2000). *A Guide to Research for Educators and Trainers of Adults*. Malabar, Florida; Krieger Publishing Company.**

This is an excellent resource book that provides a greater understanding of how to approach research and develop a research project. There are 11 easy-to-read chapters with detailed information on the research process and great examples. The authors' intended audience for this book includes teachers, administrators, trainers and counselors of adults. The first chapter discusses and defines research and, there is a chapter that explains the purposes, functions, and how-to of a literature review. There are four chapters on different methodologies and the last four chapters focus on data collection procedures. In addition, there is a chapter on research ethics. The reader will find a list of figures and tables to guide the development of the study and the writing process.

**Paratore, J.R. (2001). *Opening Doors, Opening Opportunities: Family Literacy in an Urban Community*. Boston: Allyn & Bacon.**

This book consists of five chapters that can be used as a practical guide to help educators and parents to collaboratively work together to improve their children's reading and writing abilities. The first chapter "Understanding Culturally and Linguistically Diverse Families and Family Literacies", is the pinnacle chapter in this book. It focuses on gaining a better

understanding of differences among families and literacy. The following chapters focus on the principles of the Intergenerational Literacy Project (ILP) and the research from instructional activities and events offered to adults and their children. The ILP began in 1989 in Chelsea, Massachusetts as part of a school-university comprehensive school reform effort. The, three primary purposes of this project were to improve the English literacy of parents, to support the literacy development and academic success of their children, and to conduct research on the effectiveness of an intergenerational approach to literacy. As a resource, the appendices include a learner intake interview form, a learner exit interview form, and a writing evaluation rubric.

**Purcell-Gates, V., Degener, S., Jacobson, E., and Soler, M. (2001). *Taking Literacy Skills Home*. Focus on Basics, 4(D), 19-22.**

Using authentic reading material in the classroom can help increase adult learners' out-of-class literacy activities. The National Center for the Study of Adult Learning and Literacy (NCSALL) sponsored a study to look at the changes of literacy practices of adults as a result of attending adult literacy classes. Results indicated that students who participate in classes in which real-life literacy activities and texts were used increased the frequency with which they read and write in their daily lives. Furthermore, children who grow up in homes where adults read and write more, and read and write more types of texts (e.g., coupons, recipes, correspondence, documents, magazine articles, books) learn more about the conceptual bases of reading and writing than those in homes where adults read and write less. The research team collected data on out-of-school literacy practices from 173 adults attending 83 different classes across the United States. They ranged from age 18 to 68 years and were both native-born and foreign-born. They participated in programs such as Adult Basic Education (ABE), preparation for test of General Educational Development (GED), family literacy, Even Start, and English for Speakers of Other Languages (ESOL). Based on the results of the study, the authors concluded that the use of authentic literacy instructions justifies inclusion of real-life literacy activities and texts in the classes. This article also provides two case studies as examples of how authentic literature can be used effectively in the classroom.

**Reardon, C. (2001). *In the Driver's Seat: Five Local Directors Reflect on Their Time at the Helm of the National Bridges to Work Demonstration*. Public/Private Venders.**

Five Bridges to Work program directors shared their experiences of developing and running a program in these five cities: Baltimore, Denver, Milwaukee, St. Louis, and Chicago. They each faced challenges within these programs, because they used reverse commuting - placing inner city workers in the suburbs for work. Issues addressed in this program are race, collaboration with companies for employment, transportation of workers, and random assignments.

# EFF Update

## Building the Framework

Equipped for the Future (EFF) sets out to map the terrain of "what adults need to know and be able to do to fulfill their roles as parents, citizens, and workers" (NIFL, 1995). Rather than starting with what children learn in school, and conceiving adult education as an attempt to remediate past gaps in knowledge and skills, the *role maps* start from adult life and become the portrait of adult responsibilities. A broad consensus-building process was used to validate these role maps by sponsoring focus groups to gather information about the *broad areas of responsibility* associated with adults' primary roles and to identify *key activities* adults typically engage in to carry out these roles. These groups also identified the knowledge and skills adults need to carry out these activities. Creating these role maps was similar to the work of developing skill standards for occupations. This process sought to define the real-world activities all adults must perform, regardless of their level of skill or ability.

By asking adults to construct role maps that reflect their experience as citizens, workers and family members, EFF brought a sense of values and personal meaning to the content framework. Citizenship is not just about voting in elections, but about taking action in a variety of ways to make a positive difference in the world. Parents are described as creating a vision for their family that reflects their values, ethics, and cultural heritage. Workers not only do the work, but also pursue activities that bring them personal satisfaction. Thus the issues of values and meaning are an integral component of the role maps.

To move toward standards, it is not enough to map broad areas of responsibility and key activities. We also need to know what successful performance of these activities looks like in order to identify the skills and knowledge needed to do them. *Role indicators* describe this performance and provide an important link between activities and skills. In other words, skills and knowledge, need to be linked with the role maps to show how their application relates to real-life role performance. These maps are the starting point for defining content and performance standards that translate the knowledge and skills elaborated in the role maps into a clear set of results for adult literacy.

The separate role maps were linked and brought into one coherent framework that reflected the reality of the adult learning system. Common activities across the three role maps and a single set of generative skills were needed. These common activities occur in all three roles at all three levels - responsibilities, key activities, and role indicators. Once the core activities common to all three roles had been identified, it was possible to describe a set of generative skills - integrated skill processes durable over time. They are required in order to carry out the common activities identified from the role maps and many daily tasks.

EFF helps learners and teachers see the connection between what happens in the classroom and what adults do in the rest of their lives. The EFF Role Maps enable students to place their individual goals in the context of their lives as parents, citizens, and workers. At the same time, the Skills Wheel enables

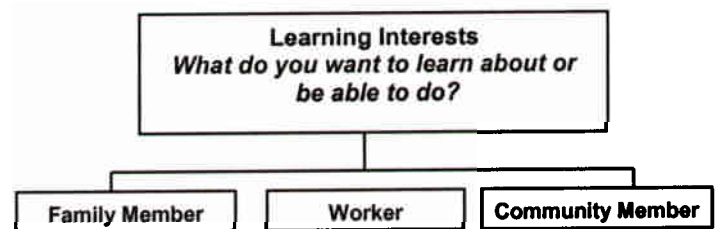
students and teachers to identify the skills needed to carry out activities that are important in their lives.

## Mind Mapping Using the EFF Role Maps

**Purpose:** To help students identify a goal or learning interest and create learning activities using the role maps.

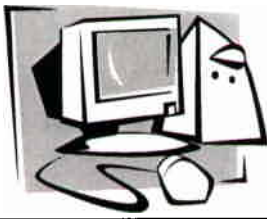
**Procedure:**

1. Using learners' expressed goals from orientation, have them identify one goal they would like to begin working on. With the three EFF Role Maps available for learners' use, have them begin to make connections across the roles. In their own language, have them list ways to accomplish this goal in each of the roles (or they can use the Key Activities to articulate ways to meet their goals). Strengths and barriers can also be identified and used by the teacher to plan group activities. Use semantic mapping to help learners organize their ideas (see [http://literacy.kent.edu/eureka/strategies/semantic\\_mapping.pdf](http://literacy.kent.edu/eureka/strategies/semantic_mapping.pdf)).



2. Create a goal sheet that reflects the semantic mapping activity and includes:
  - a. Core question or concept - key word or phrase that is the main focus of map (*Learner Identified Goal*)
  - b. Strands - subordinate ideas that explain or clarify the main concept (*EFF Role Maps*)
  - c. Supports - details, inferences and generalizations that clarify the strand (*Common Activities and Skills*)
3. Various uses for mapping activity include: one-to-one tutoring, home-based family literacy, small group, whole class, or teacher training.

For more information about strategies that use the EFF framework for goal setting, you can order the new quarterly publication "EFF HOT Topics" - HOT stands for Highlights On Teaching. This publication is committed to providing teachers with tools and ideas using the EFF Framework and Standards and is available online at [http://www.nifl.gov/lincs/collections/eff/hot\\_topics/vol\\_1\\_no\\_1.pdf](http://www.nifl.gov/lincs/collections/eff/hot_topics/vol_1_no_1.pdf) or can be ordered directly from ED Pubs by calling toll free (877) 433-7827. All EFF Publications are available at the Equipped for the Future Special Collections <http://www.nifl.gov/lincs/collections/eff/eff.html>.



Fall 2001

## The OLR C News

Tech Talk

### A Book & Software Review

Kim McCoy

Whether you are a novice when it comes to Microsoft Word or you are considered the “computer expert” in your office, *Word Workshop for Teachers* is a superb resource for any teacher, student, technology coordinator, administrator or volunteer. This tool can support anyone with constructing concrete, innovative ideas that pertain to today’s high tech environment plus assist with becoming proficient in Microsoft Word. In addition to demonstrating how to get the most for your money, Janet Caughlin, author and experienced educator, also provides some practical examples that will assist any program whose objective is to integrate technology into their curriculum.

In order to utilize this resource Microsoft Word is required. This book provides easy-to-follow, step-by-step instructions for Macintosh and PC users, as well as a CD-ROM that contains lesson ideas, templates, clipart and examples of files created by teachers and students from around the world. In addition to being an instructional tool, this resource can also be used as a reference book.

This resource is divided into different sections: the Introduction, Learning Word, and How Teachers and Students use Word. The Introduction contains information that deals with the basics of Windows 95/98 and Macintosh. General information about the toolbar, how to get help in the program or on-line at [www.microsoft.com](http://www.microsoft.com), and how to get started is provided. Some of the activities that can be accomplished with this easy-to-use guide include: creating professional-looking letters, letterhead, web pages, newsletters, brochures, resumes and worksheets. Instructions are also provided on inserting a table, picture, movie or file, drawing various objects and creating envelopes and labels.

#### Valuable skills

One of the most valuable skills is being able to customize the toolbar to fit your learners’ levels. For example, if you have three students who are all using the same computer but who are at different levels, you can customize the toolbar to fit each student’s level. Another handy feature is the show/hide option located on the toolbar. This feature allows the user to see whether or not the space bar, tab or enter

button was selected while they were typing. This kind of information is extremely helpful when formatting is pertinent. Another convenient item is the “comment” feature. To illustrate, let’s say a student created a Word document that required some feedback and the instructor didn’t want to hand-write his/her comments. A teacher can use the comment feature located on the menu bar under Insert → Comment to create type-written comments to assist the learner with the document.

#### Getting this resource

*Word Workshop for Teachers* can be purchased for \$29.95 from Tom Snyder Productions located at [www.tomsnyder.com](http://www.tomsnyder.com). You can also buy the Office Workshop Book Bundle for teachers. This package consists of Word, PowerPoint and Excel for \$74.95, also available at [www.tomsnyder.com](http://www.tomsnyder.com). All three books can also be borrowed from the Ohio Literacy Resource Center by completing the request form located in this newsletter.



# Basic Internet Terms

Have you been trying to locate information or clarification on basic Internet terms? Look no further! Below is a brief glossary of Internet-related terms, as well as additional resources where you and your students will find useful information for the 2001-2002 school year:

**Internet:** A connection of two or more networks, a collection of many computer networks public, private, and worldwide

**Downloading:** A method used to transfer information from the Internet on to your computer, including files, videos, graphics, software, and text.

**Hyperlink:** Graphics, pictures, and/or buttons that are highlighted and allow the user to navigate throughout the web page and/or web site. **Hypertexts and Hyperlinks** change colors after the user has pressed them.

**Home page:** The first page in the web site that contains links, topics, pictures, etc. The home page is similar to the index of a book. It outlines the information in the web site.

**Netiquette:** Internet etiquette

**Uniform Resource Locator (URL):** The address of a web page. Every web page has to have an URL in order to be located. The **domain** in the URL usually indicates what type of organization hosts the system. Some common domain names include

- edu: Educational institutions
- gov: Government agencies
- com: Commercial enterprise or business
- org: Non-profit organizations
- mil: Military organizations/site
- cc: Community college

**Web Browser:** Software that allows viewing of information that is located on the Web. Netscape Navigator and Microsoft Internet Explorer are the two most commonly used Web browsers today.

**World Wide Web (WWW):** A means of delivering information through the Internet such as animation, sounds, graphics, pictures, and text: characteristics of a web page/site. (Many people mistakenly assume the WWW and the Internet are the same.)

**Web site:** A collection of web pages from a particular organization, educational institution, or business.

**Plug-ins/Helper applications:** Software program/applications one uses to expand the Web browser capabilities, such as sound, video, and/or audio.

If additional information is needed on basic Internet terms and concepts, please visit the following sites...

- **Internet Basics**  
[www.learnthenet.com/english/section/intbas.html](http://www.learnthenet.com/english/section/intbas.html)

- **Using and Understanding the Internet**  
[www.pbs.org/uti/](http://www.pbs.org/uti/)
- **Welcome to Internet 101**  
[www2.famvid.com/i101/internet101.html](http://www2.famvid.com/i101/internet101.html)
- **Internet Background and Basics**  
[www.refstar.com/internet/](http://www.refstar.com/internet/)
- **Life on the Internet: Beginner's guide**  
[www.cochran.com/start/guide/](http://www.cochran.com/start/guide/)
- **A Basic Guide to the Internet**  
[library.albany.edu/internet/internet.html](http://library.albany.edu/internet/internet.html)
- **Internet-HomeworkSpot.com**  
[www.homeworkspot.com/high/technology/internet.htm](http://www.homeworkspot.com/high/technology/internet.htm)

## LINCS Updates

### LINCS Special Collections

Looking for a collection of quality, topic-specific web sites to use as resources? Then take a look at the LINCS Special Collections. From the OLRC website, <http://literacy.kent.edu>, click on the button toward the top of the screen that says "Collections" and you will be taken to a list of the Special Collections on the NIFL's LINCS site. Click on the title of the collection you would like to explore. The collections are always being updated, so check them periodically for new information.

LINCS Special Collections are topic-specific collections of high quality resources that have been submitted for review and approved for inclusion in their respective area. These resources are reviewed by a group of experts in the related field and held to both content and web publishing standards. The Collections are then organized by type of resource and audience. Categories include Grants and Funding, Directories, Teacher/Tutor, Student/Learner, Manager/Administrator and many more.

Currently there are 11 special collections: Assessment, Correctional Education, English as a Second Language, Equipped for the Future, Family Literacy, Health and Literacy, Literacy and Learning Disabilities, Policy and Legislation, Science and Numeracy, Technology Training, and Workforce Education.

### LINCS Hot Sites

The Hot Sites area of LINCS highlights outstanding adult education and literacy-related sites on the web. An updated list is posted three times a year. Users are asked to leave comments about a particular resource. A new list of Hot Sites was posted in September and past lists can be accessed through the Archive link. To navigate to the Hot Site section, go to <http://literacy.kent.edu>, click on the Hot Sites.

# Ohio Literacy Resource Center

Enhancing Adult Literacy in Ohio

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Phone: (800) 765-2897, (330) 672-2007

Fax: (330) 672-4841

Email: [olrc@literacy.kent.edu](mailto:olrc@literacy.kent.edu)

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<http://literacy.kent.edu> ]**

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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):**

- |   |  |
|---|--|
| <input type="checkbox"/> <i>The Number Devil: A Mathematical Adventure</i>                                  | <input type="checkbox"/> <i>Taking Literacy Skills Home</i>  |
| <input type="checkbox"/> <i>A Guide to Research for Educators and Trainers of Adults</i>                    | <input type="checkbox"/> <i>In the Driver's Seat: Five Local Directors Reflect on Their Time at the Helm of the National Bridges to Work Demonstration</i> |
| <input type="checkbox"/> <i>Opening Doors, Opening Opportunities: Family Literacy in an Urban Community</i> | <input type="checkbox"/> <i>Word Workshop for Teachers</i>   |

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Your Name \_\_\_\_\_ Program Name \_\_\_\_\_

Your Complete Address \_\_\_\_\_

Program Address \_\_\_\_\_

Your Email \_\_\_\_\_ Program Email \_\_\_\_\_

Your Phone \_\_\_\_\_ Program Phone \_\_\_\_\_