
The OLRC *News*

GED Scholars Initiative-Imagine the Possibilities

By: Jamie Bush

Inside this issue:

Non-LEA LPDC	2
Millions of Articles	2
From the Director	2
Celebrate Diversity	3
Resources and Reviews	4
EFF Update	5
Math Kick-Off Days	6
Workplace Modules	6
My LINCS	6
Tech Talk	T-1
On Loan	8



GED Scholars pose for a photo

The Ohio Literacy Resource Center's GED Scholars Initiative is the first program in the nation to acknowledge special needs of GED students at the university level. With \$500,000 in federal grants, the OLRC has worked toward the creation of this Initiative. Beginning this semester, GED students at Kent State's Kent and Stark campuses are now part of the program.

Through research and development, this program will provide students with support to meet the University's academic standards. The OLRC has developed a computer lab for technological training, computer support and software training. By conducting ongoing research, the OLRC will create services that offer the best support for GED students on campus.

One main goal of the Initiative is to provide, aside from resources, financial support. Through the federal grant, the OLRC has been able to give stipends to more than 40 GED students, ranging from \$300 to \$600. This will allow students to focus more on success than the burden of paying for classes.

In return, the students are required to participate in one-on-one interviews, focus groups, or a program in which upper-class GED recipients will mentor incoming freshman. These research methods will aid in determining specific needs of current and future GED students in the university.

A reception was held on October 14 to welcome and honor GED graduates now attending Kent State's Kent and Stark campuses into the program.

Congressman Ralph Regula, who helped secure the grant that made this Initiative possible, spoke to the GED students. "I salute you. Each of you is part of our nation's resources. You are part of what makes this nation great."

"My time at Stark has renewed my desire," Kathleen McLaughlin said as she and other GED students stood before the audience. They told stories about what in life had brought them to where they are today. Support from family and friends, determination, and desire to achieve were all reoccurring themes.

Sean Howard explained, "I got my GED because I had become a statistic that I did not want to be." Her need to be a productive adult in society came from her feeling of responsibility to herself and her family. "My mother instilled in me the knowledge that education would be my key to success." She credits the OLRC and its staff: "Thank you for acknowledging the fact that for many of us, it's never too late."

Brian White shared, "I preach to my son the importance of going to college. I finally decided I can't keep telling him to do something if I can't put forth the effort to make it happen for myself." Now an employee of the OLRC and assistant to the Initiative, Brian explains how the program has affected him. "I needed a focus. It gave me a purpose. It gave me the opportunity to be in a position to mean something. I am in the place where I know I belong."

Dr. Nancy Padak, principal investigator for the program, said of participating students, "They are what this program is all about. We are so proud about the progress we've made with the program and excited about what is to come."

ODE Supports Non-LEA LPDC

It's official! ODE provided support to the OLRC to administer and coordinate the Non-LEA LPDC. This committee will support ABLÉ practitioners in meeting the Ohio Department of Education licensure and/or certificate requirements. In addition, the committee will oversee and review professional development plans for coursework, professional development units (PDU's) and/or other equivalent activities for renewal of certificates and/or licenses. A planning group met twice during the first quarter of this year to create guidelines and a handbook for the LPDC. We are currently looking for volunteers to head this committee. Five ABLÉ practitioners are needed to fulfill the role of chair, vice chair, recorder, and at-large members. If you are associated with a non-LEA and interested in being a member, please contact Sandra Golden, Literacy Projects Coordinator at (330) 672-5351 or email at sgolden@literacy.kent.edu. A special thanks to the LPDC Planning Committee: Leslie Farr, Gloria Gillette, Jeff Gove, Cheryl Hagerty, Gene Luidhardt, Diane Ninke, Susan Sheehan, Karen Velbeck, and Tess Yurick.

Access Millions of Articles Online

Do your students complain of not being able to find the proper resources? Well, we have an answer to their problems... every person in Ohio now has access to an extensive collection of online journals, magazines, and research databases through their public libraries. There are 22 databases from EBSCO Publishing that contain full-text articles from more than 6,000 different titles, including 3,000+ journals, 1900 periodicals, and 240 other sources. Other available sources for articles include INFOhio (the state's virtual library and information network from K-12 libraries), OhioLINK (the program for university and college libraries), and OPLIN (Ohio Public Library Information Network). All of these services are also available at home through your local public library's web site and use of your public library card. Students in any adult education program can now have the very same resources that students have had at universities for years. This is an opportunity we wanted to make sure that all ABLÉ and Family Literacy Instructors could pass on to their students *and* use for themselves!

From the Director:

The more things change...

Since the last newsletter the OLRC has gone through a couple of major changes including staff changes, starting several new and very exciting projects, and office shuffling. Former Graduate Assistant, Kenan Bishop, has graduated and moved into the world of teaching elementary school, but will still be working with us on special projects. **Fiona Brew**, who is a graduate student in Counseling and a member of the Field Hockey team, is our newest GA and her primary responsibility is to research grants for the OLRC and ABLÉ programs. We've also added two new student workers: **Marie Shipman** replaces Nellie Wislocki in Technical Support and **Brian White** is working with the GED Scholars Initiative. As we mentioned in the last newsletter, with the support of Congressman Ralph Regula, we have received \$500,000 from the U.S. Department of Education to start the GED Scholars Initiative at Kent State. That project has been started and along with our current and future partners in the University, the Ohio Department of Education, Resource Center Network, and Ohio ABLÉ programs we intend to make this a successful program that can be modeled at other higher education institutions. We've also begun the process of reviewing the RFP's for the Project IDEAL distance learning pilot programs that will begin to use technology-based instruction to meet the needs of ABLÉ students who may not be able to attend regular classes.

The more things stay the same...

We're entering the fifth (yes, fifth!) year of ABLÉLink reporting and the Technical Support staff has been busy fielding questions about the new version and APRs. The vast majority of programs were able to send their APRs by the deadline – we've come a long way since the days of the initial FoxPro program! Teaching and learning activities are being developed or enhanced to meet the needs of practitioners in the areas of EFF, Family Literacy, and Math and those publications or resources continue to be distributed to ABLÉ programs, partners, and others who are on our database list. We're continuing to build partnerships at the regional and national level through our LINC'S projects and at the state level by collaborating with the state ABLÉ office, State Leadership Network, and Resource Center Network.



Celebrate and Promote Diversity



Do You Understand the Cultural Differences of Your Students?

Sandra Golden

In Ohio, the ABE programs serve students from multiple diverse groups. Here are just a few of the diverse groups that were represented in adult basic literacy classrooms during the fiscal year 2001:

- American Indian or Alaskan Native – 543
- Asian – 2,638
- Black or African American – 19,974
- Hispanic or Latina – 4,155
- White – 37,783
- Native Hawaiian or other Pacific Islanders – 486

The classrooms are comprised of 49.7% women and 50.3 % men. The 65,579 students served ranged from 16 – 60 to more than years of age. The educational functioning levels of students in adult basic education ranged from Beginning Literacy to high ASE; in ESL the educational functioning levels range from Beginning Literacy to high advanced (Ohio ABE FY 2001 Annual Performance Report for Ohio).

What does this mean for ABE teachers? It means that adult basic educators are not just responsible for being knowledgeable in many subject areas to meet their students' needs. Teachers must also be capable of addressing the needs of their students whose cultural backgrounds are different from their own. Research indicates that the solution for preparing pre-service teachers for students' diversity may not be found solely in approaches and methodologies, but rather in understanding how teachers' beliefs, attitudes, and dispositions are interwoven with their knowledge, skills, and behaviors of classroom teaching (Schultz, Neyhart, and Reck, 1996). Further, educational researchers and practitioners have concluded that teacher education programs must address diversity when preparing teachers for teaching positions in the 21st century (Grant and Secada, 1990), thereby making inclusive and multicultural education a necessity, not an afterthought (Ladson-Billings, 1991; Pugach, Blanton, and Kozleski, 1998; Reed, 1993). Should this also be a practicing concept for adult educators? Yes indeed. Ziegahn (2001) states that adult educators are increasingly committed to designing learning that takes into account cultural differences. Teachers can help students move from feeling marginalized to feeling visible and valued. This, I believe, can only happen when teachers take the time to get to know students and create learning modules that take into account their life experiences. This allows students to make connection to what is being taught. Valuing diversity is a start; promoting and celebrating diversity continues the process of understanding and awareness.

Here are a few ideas to think about:

- Do not assume you know the cultural background of your students, even if the group is homogenous.
- Recognize the multiple communication styles among your students and other practitioners.
- Realize that language is an important component of one's culture.
- Be aware of your own values, beliefs, and experiences and how they shape your classroom behavior.
- As an adult educator be willing to not only juggle the various subject areas, but also the various cultural differences of your students.

References:

- Grant, C.A., & Secada, W.G. (1990). Preparing teachers for diversity. In W. R. Houston (Ed.). *Handbook of research on teacher education* (pp.403-422). New York: Macmillan.
- Landson-Billings, G. (1991). *Who will teacher our children? Preparing teachers to successfully teach African-American students*. Paper presented for Teleconference on Cultural Diversity, California State University, Hayward.
- Pugach, M.C., Blanton, L., & Kozleski, E. (1998). *Finding the proper balance: An analysis of critical issues in preparing all teachers to work with students with disabilities*. Paper prepared for the Interstate Teacher Assistance and Support Consortium, Council of Chief State School Officers, August.
- Reed, D. (1993). Multicultural education for preservice teachers. *Action in Teacher Education*, 15(3), 27-34.
- Schultz, E.L., Neyhart, T.K., & Reck, U.M. (1996). Swimming against the tide: A study of prospective teachers' attitudes regarding cultural diversity and urban teaching. *The Western Journal of Black Studies*, 201 (1), 1-8.
- Ziegahn, L. (2001). *Considering culture in the selection of teaching approaches for adults*. Eric Digest, No. 231.

Resources and Reviews

Health Literacy Reviews

(1995). *The Brain Book: Your Brain and Your Health*. Washington, DC: American Association for the Advancement of Science (AAAS).

This book is designed to be read by adults who have limited vocabularies. It would be perfect for a health or science unit on the functions of the brain. Although easy to understand, the book is thorough. Topics included are: what the brain does, parts of the brain, how the brain works, brain injuries, brain tumors, strokes, Alzheimer's Disease, Parkinson's Disease, and other problems with the brain. This book would aid educators by providing clear, concise content suitable for adults. What better way to support health literacy?

(1995). *Brain and Behavior: Mental Disorders and Substance Abuse*. Washington, DC: American Association for the Advancement of Science (AAAS).

Ideal for adults with limited vocabularies, the focus of this book is how disorders and substances affect the functions of the brain. Topics include how the brain manages behavior, mental illness, depression, bipolar disorder, schizophrenia, stress, drugs, caffeine, nicotine, alcohol, cocaine, and LSD. Each topic is broken down into a description of the illness or drug, how it affects a person and the brain, and treatment of the problem.

This book is perfect for adult students who are interested in the brain. Although very informational, it keeps the interest of the reader. Students may be interested to learn how the brain functions during illnesses or drug use, especially if the student knows someone who is affected by one of the topics mentioned.

(1997). *A Quick and Easy Guide: Women's Health*. Syracuse, NY: Signal Hill Publications.

Reading and learning about medical knowledge can sometimes be confusing and overwhelming especially if you have a limited vocabulary. Fortunately, this book takes wordy medical explanations and arranges them into simpler forms that are perfect for ABLE students.

This book is especially designed for women's health issues. Women of all ages can find answers to common questions about their health that they may not have otherwise asked. Some issues include nutrition, exercise, smoking, routine medical exams, and menopause.

For more information on this book, contact New Readers Press by calling 1-800-448-8878 or via the web at www.newreaderspress.com.

(1997). *A Quick and Easy Guide: Having a Baby*. Syracuse, NY: Signal Hill Publications

Knowing the major facts and issues about child-birthing can ease the stress and worries that sometimes occur when a women discovers she is pregnant. This book takes a wealth of information and synthesizes it to a simple, short easy-to-

understand format. The information in this book empowers the soon-to-be mom to take control and make informed choices about her pregnancy and child birth. Topics include medical tests, big brothers and sisters, single parenthood, physical changes, after the birth, etc.

For more information on this book, contact New Readers Press by calling 1-800-448-8878 or via the web at www.newreaderspress.com.

read to your little one

Numerous studies have shown that when parents or caregivers read to their babies and young children, these children tend to do better in school and develop a strong bond with the parent or caregiver. In an effort to get this message out to parents and caregivers, the OLRC has made appearances in the past few months at the Trumbull County Teddy Bear Fair, The Portage County Baby Fair at Robinson Memorial Hospital, and the Reach Out and Read kick off at the Kent office of the Children's Physicians. In addition to distributing the publication *Literacy Tips for Children* at these events, the OLRC also gave each family at the Baby Fair a picture book and a pair of "Read to Your Little One" electrical outlet safety covers.

If you would like to promote early reading activities in your area, the *Literacy Tips for Children* publication is available on-line at http://literacy.kent.edu/Oasis/Pubs/child_lit_tips.pdf You are welcome to download and copy all or part of the publication for distribution. We just ask that you give us credit for the publication.



EFF Update

Classroom Connections

Where do I get started using EFF? One of the best places to begin using the EFF tools or framework is during your program's Orientation process.

How do I get started using EFF? Remember, there is no one-way to implement EFF and the tools should be used to meet a particular purpose during your Orientation. Begin with a manageable starting point and as you become more comfortable with that part of EFF then keep adding parts until you reach the goal of using the complete framework throughout your program. Here are some ways EFF implementation might look in your teaching practice.

- Look through the five colored folders each ABL program received at the EFF Orientation: *Taking the Mystery Out of EFF*. They contain 14 activities you could use to introduce the concepts of PURPOSES, ROLE MAPS, COMMON ACTIVITIES, SKILLS, and STANDARDS to your students. These staff development activities work equally well with students as well as practitioners, since EFF addresses adult learning. They are available online at http://literacy.kent.edu/ohioeff/prof_dev/orientation/the_investigation.html.
- An example from the *2000 Pilot Programs: EFF Journey* - courtesy of Barberton City Schools: Our class is structured such that every session students are given a journal prompt to REFLECT and EVALUATE. During orientation, students receive their first journal prompt from the *Orientation Journal and Reflection Sheet*. Students are allowed time to write about the following questions:
 - Why have you chosen to complete your GED?
 - What are the 3 most important things you plan to accomplish by being here?
 - What do you plan to do once you have completed your GED?

We meet individually with students to discuss their reflection responses and to help them establish goals. The EFF SKILLS Wheel and Framework are used as references for formulating these goals onto our *Goal Setting Form* where students answer the following questions:

- What would you like to do better in your ROLE as (select one or more ROLE MAPS):

Worker
Family Member
Community Member

- What do you see as your First Steps in reaching your goals?

- Check the SKILLS you will need to meet your goals

Read with Understanding Cooperate With Others
Convey Ideas in Writing Advocate and Influence
Speak So Others Can Understand Resolve Conflict and Negotiate
Listen Actively Guide Others
Observe Critically Take Responsibility for Learning
Use Math to Solve Problems and Communicate Reflect and Evaluate
Solve Problems and Make Decisions Learn Through Research
Plan Use Information and Communications Technology

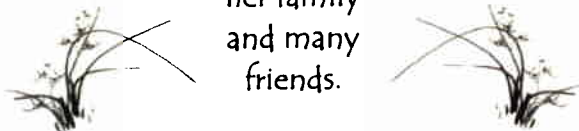
- Often the statement "But I'm only here to get my GED!" is used by students when they enter our programs. Our responsibility as adult educators is to help them understand the goal-setting process and although getting their GED may be their long range goal, there are certain short-term goals needed to help them become pieces and get your students thinking about how the standards can be used as the vehicle to get them to their goal. The following chart could be the foundation for an action plan in the Uniform Portfolio System (UPS) and a way to track and document student performance. Remember that the evidence you collect will be based on the context that you are using during a particular learning activity.

Using the STANDARDS for Planning, Teaching, and Assessing

What do you want to be able to do?	What SKILLS are needed to accomplish that goal?	What STEPS will you take to improve these skills?	What evidence of progress will you collect?
"I'm here to get my GED!"	Read With Understanding	<ul style="list-style-type: none"> • Determine the reading purpose • Select reading strategies appropriate to the purpose • Monitor comprehension and adjust reading strategies • Analyze the information and reflect on its underlying meaning • Integrate it with prior knowledge to address reading purpose 	

In Memory

Like so many others in the adult and family literacy programs in Ohio, we at the Ohio Literacy Resource Center mourn the passing of Linda Luca, ABL Director, Mid-East Ohio Vocational School District. We offer our sincere sympathy to her family and many friends.



OLRC 9th Annual Math Kick-Off Days a Success

The OLRC 9th Annual Math Kick-Off Days have been a big success throughout the state. Four members of the OLRC Math Team, Dee Bell, Kathleen McDonnell, Debby Blair, and Leslie Bond presented techniques and activities learned at the NCTM (National Council of Teachers of Mathematics) annual meeting in Las Vegas last April. Nancy Markus helped participants look at the new GED test.

One of the biggest changes is the number of charts and graphs included. A surprise to many participants is the de-emphasis on fractions. Yet fraction concepts ARE important for future success. What fraction concepts need to be developed and emphasized? Included are:

- Determining the whole
- Equal shares
- Difference between taking half of something and dividing by half
- Relative sizes of "easy" fractions ($1/2$, $1/4$, $1/3$, $1/8$)
- Use of area, measurement, and set models
- Finding wholes of fractional parts

Areas that can be de-emphasized are:

- "Drill and Kill" practice
- Multiplication and division algorithms

Participants at the Kick-Off Days learned many new ideas and left with materials to implement those ideas in their classrooms. Programs that wish to develop math ideas further may contact Nancy Markus at nmarkus@literacy.kent.edu.



Explore the Workplace Modules

If you have students who would like to learn more about the skills they will need in the workplace, invite them to visit the Workplace Modules on-line at http://literacy.kent.edu/salt_fork/. The modules at this site were developed by teams of teachers and students from Ohio ABL programs and include Problem Solving, Test Taking, Time Management and Prioritization of Tasks, and Working With Difficult People. The site also includes a list of web resources for instructors and students in workplace literacy and workforce development programs. The modules are interactive and provide opportunities for students to practice workplace skills at their own pace.

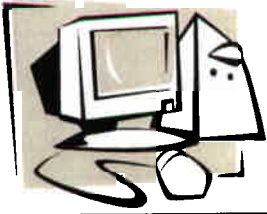
Get the Information You Want

Tired of trying to find new information about adult literacy on the web? With My LINC S you can be alerted to the new information you want with a message sent directly to your e-mail. My LINC S is a part of the National Institute for Literacy's Literacy Information and Communication System (LINC S) and is designed to make getting new information easy.

When you sign up for a free My LINC S account, you will be asked for your name, e-mail address, and who you are (teacher, tutor, administrator, student, etc.). You then have the opportunity to create your profile. You do this by choosing from a wide variety of literacy areas. A few of the areas listed on the site are adult basic and adult literacy education, assessment, English as a second language, family literacy, grants/fundraising, learning disabilities, life skills, numeracy, policy, professional development, and science. You can choose as many of the listed areas as you want to get information on.

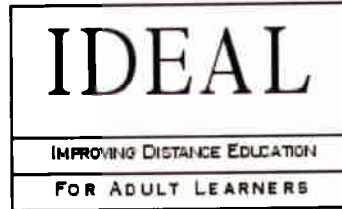
Once you have registered and created your profile, you can indicate if you would like to be notified by e-mail about new information, or you can decide not to be notified at all. If you decide not to be notified you can log into the My LINC S site whenever you want to see information that has been added. If you decide to be notified about new information, you can choose how often you want to receive e-mail notification; bi-weekly, monthly, or bi-monthly. When you receive a My LINC S e-mail notification, you can go to the My LINC S site at your convenience to see what's new. The My LINC S site can be found at <http://www.nifl.gov/cgi-bin/lincs/mylincs/mylincs.cgi> or by going to the OLRC website at <http://literacy.kent.edu> and clicking on the My LINC S button toward the top of the page.





Distance Learning in Ohio

Kimberly S. McCoy



The Ohio Literacy Resource Center (OLRC), in collaboration with the Ohio Literacy Network (OLN) and the Ohio Department of Education (ODE), Adult Basic and Literacy Education (ABLE) office is establishing, developing, and implementing a distance-learning environment for the state as part of a 13-state consortium titled Project Ideal. *Project Ideal, A Distance Learning Pilot Project* is a funding opportunity for pilot sites to develop and expand services beyond the classroom through distance education using GED Connection online instruction, videos, and workbooks. The Public Broadcasting Service (PBS) Literacy Link, the Kentucky Education Network (KET), and the National Center for Literacy (NCAL) produced the GED Connection curriculum. The GED Connection curriculum includes 39 half-hour video programs, 3 full-color GED Connection workbooks, free Web-based GED Connection learning activities, Teacher's Guide, and an online management system. All ABLE programs with a funded GED component received at least one set of the GED Connection video series in the fall of 2001. The OLRC will administer the pilot project, and the Distance Learning Coordinator will provide training and technical assistance to the pilot sites. ODE will award the selected pilot sites \$19,500.00 to participate.

The Distance Learning Pilot Project provides learning opportunities to adults who lack basic educational skills equal to those of a high school graduate. The purpose of the Distance Learning Pilot Project is to explore ways to enable adult learners who cannot enroll in and/or participate in the traditional classroom-based instruction because of barriers such as distance, conflicting family or work schedules and/or waiting lists. The purposes of the distance-learning classrooms are to provide basic educational services to a segment of the population, currently in need but not being reached and to expand services already in practice. The request for proposals (RFPs) were mailed out to all ODE-funded ABLE programs the week of September 23, 2002.

The following programs were selected to participate in the first phase of the pilot project:

- Adult Career Educational Services
- Canton City Schools ABLE
- Cuyahoga Community College/Eastern
- Franklinton Learning Center
- Hamilton City Schools ABLE
- Ohio Hi-Point ABLE
- Six District Educational Compact ABLE/Kent

Teachers and administrators from the selected sites will attend a face-to-face three-day training in November 2002, at Kent State University and participate in a four- to six-week online distance-learning course authored by Project Ideal staff. In addition, selected sites are required to partake in a six-month instructional phase, attend The Ohio Association Adult and Continuing Education annual Conference (OAACE) in April 2003, and a one-day wrap-up session in June 2003. The six-month instructional phase is scheduled from January-June 2003. Pilot sites will collect information and complete documentations and questionnaires compiled by the OLRC and Project Ideal team.

OLRC, OLN, and ODE would like to congratulate those who were selected and thank all who applied. The pilot project is scheduled to last three years. Additional sites may be added in the next two years, contingent upon available funds. Information will be made available on the Project Ideal Website located at <http://literacy.kent.edu/ideal> when the request for proposal process opens. Feel free to contact Kimberly S. McCoy, Project Ideal Coordinator, via email at kmccoy@literacy.kent.edu or phone at (800) 765.2897 ext. 20757 if you would like to obtain more information about the pilot project.

Ohio Literacy Resource Center

Enhancing Adult Literacy in Ohio

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

#446584

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 Brain Book: Your Brain and Your Health

A Quick and Easy Guide: Women's Health

Brain and Behavior: Mental Disorders and Substance Abuse

A Quick and Easy Guide: Having a Baby

.....
Your Name _____ Program Name _____

Your Complete Address _____

Program Address _____

Your Email _____ Program Email _____

Your Phone _____ Program Phone _____