

The OLRC News

Fall 1999

Volume 4, No. 3



New Faces and Places

Fall 1999 brings many changes to OLRC—a new director, a new tech support person, a new office location, and a new telephone system. Attendees at the Early Childhood Conference and the ABLE Directors' Meeting had the first opportunity to meet Janie Johnson, the new Director of OLRC who comes from the Arkansas Adult Learning Resource Center.

A look at her resume reveals extensive experience in adult education and professional development training. Of particular note is her work with the National Institute for Literacy (NIFL) to support adult learners with disabilities. In her six years with the Arkansas Resource Center, she guided the center from a lending library with a staff of one to an organization with a 15 -person staff that coordinated professional development for adult education and literacy providers in a state that boasts a high percentage of full -time teachers. She brings experience for the technological projects at OLRC by her work on a Department of Commerce grant for Telecommunications and Information Infrastructure Assistance Program (TIAP) to provide employability skills training to adults using technology. She also has taught in the adult classroom and has developed workforce education curriculum.

Knowing her impressive background experience does not prepare you to meet the diminutive person with curly hair and blue eyes who speaks with a soft, Southern accent. She exemplifies a strong sense of advocacy and sensitivity for people with disabilities and for dropouts which grew out of her personal experience. Perhaps the earliest motivation to be a teacher came from her experience teaching her older, mentally retarded brother what she had learned each day at elementary school. She also identifies with school dropouts since she herself dropped out of college to return over 10 years later when she juggled a job, school, and motherhood.

Janie combines flexibility and a sense of order, independence and a strong interest in teamwork. She attributes these traits to her experience in the U.S. Army. She worked as a civilian at the National Guard Professional Education Center, working her way from a clerk to a guest instructor for a personnel management course. At 30 she decided to finish her college degree and to join the Army National Guard. In basic training, she struggled with the demands of physical strength and learned to appreciate rules and the buddy system because a soldier's life depended on both. After Officer Candidate School, she remained in the National Guard and U.S. Army Reserves for 17 years.

Janie looks forward to sharing her workforce and learning disabilities experience with the staffs at OLRC and ODE (Ohio Department of Education) and teachers of adults in Ohio and to learning more about Ohio's experience in family literacy and technology. She will miss her family in Arkansas but hopes to have time to pursue her interests of sewing and reading. She can be reached at (800)765-2897 ext. 18 or by e-mail sent to jjohnson@literacy.kent.edu.

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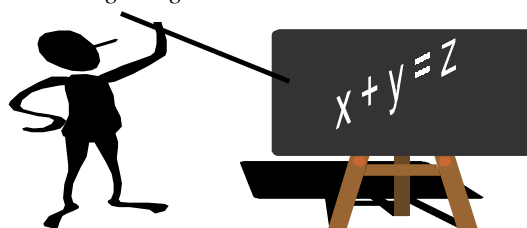
If you noticed a deeper voice answering the ABLE link hotline after the middle of September, you were talking to Phil Luedke, the new tech support staffer. Phil arrived just in time to answer questions about the Annual Performance Report. He learned his patience from nurturing his 2-year-old daughter and his technological expertise as a student of computer information systems while earning a degree in Business Administration at Kent State University. Phil is another adult learner who decided to go back to college after working. He replaces Margarete Epstein who now works at the Center on the Impact of Technology on Education in Moulton Hall and still spends two hours daily at OLRC.

The OLRC staff will move on November 15 and 16 to a new home across campus at 1100 Research 1 on Summit Street. Occupying parts of two floors, the offices boast windows with views of trees and expanded space for the resource library, meetings, and filing. The technical staff will be united once again on one floor. **Because of the move, OLRC server will be down during the week of November 15, which will affect OLRC electronic lists, email and web sites.** A new Kent State University phone system will be in place at the new location. **The ABLELinks, OLRC and fax numbers will remain the same** although some extensions may change. If you are in the Kent area, stop in to meet the new Director and see the offices.

Math Kick-Off Days

This year's Fifth Annual Math Kick-Off Days included two different workshops in four locations around the state. "Algebra and Geometry" and "Math for the Adult Education Student" drew over 140 participants. A big thank-you to Susan Galandiuk, Kathleen McDonnell, and Paula Mullet for planning and presenting these two different workshops as well as to the Regional Resource Centers for hosting the days (great lunches!).

Participants received ideas and material for implementation of effective math concepts. Many participants indicated that more help was needed for the new GED 2001. In response, the OLRC's statewide math workshop this year will be *Integrating Math into the Curriculum*.



2000 Ohio Writers' Conference Preparations Begin



Preparations have already begun for the next Ohio Writers' Conference. This year's conference will be held at the Comfort Inn in Columbus, Ohio, on Friday April 7, 2000. We are looking forward to maintaining the tradition started two years ago and continued last year when we welcomed 90 writers, teachers, and tutors to Columbus for our annual event. This year will be no exception.

In the next few weeks you will be receiving information regarding this year's conference—including submission forms for writers, presentation forms for presenters, and a brochure that will include all the pertinent information about this year's conference as well as commentary from past participants. This year's guest speaker will be noted teacher, author, and the director of the James Thurber House in Columbus, Michael Rosen. Mr. Rosen brings a wonderfully creative imagination to his writing. A prolific writer, editor, and illustrator of adult and children's books, some of his works include The Heart is Big Enough, A Thanksgiving Wish, and Elijah's Angel. Rosen's books are known for the intergenerational characters that continually populate his pages.

Students interested in submitting pieces of writing for this year's Ohio Writers' Conference must mail their submissions with a completed submission form, a hard copy (paper) of the piece of writing, and a saved version on an IBM compatible disk. Submissions must be post marked by January 28, 2000, or they will not be considered for inclusion.

If your piece of writing is accepted for inclusion in the conference, both the student, author and teacher or tutor are invited to attend the conference. Also, the piece of writing is included in a publication, Beginnings III, which includes all the accepted submissions. We encourage all types of writing. In the past we have accepted essays, short stories, poetry, song lyrics, haiku, and narrative descriptions. We're open to anything. We look forward to reading your students' writing in the upcoming months. Submission materials for this year's conference should be arriving in late October or early November. Keep your eyes open! If you have any questions or comments please feel free to contact Bryan Bardine by phone at (800) 765-2897 or by E-mail at molbry@gateway.net. Good luck and happy writing!

Reviews



Generation to Generation: Realizing the Promise of Family Literacy by Jack A. Brizius and Susan A. Foster not only defines family literacy, but it makes suggestions on how to promote family literacy in your community, state, and nation. The authors begin by giving the history of family literacy from its humble beginnings, through its early programs, and finally to its realization as public policy. The book also gives suggestions to state policy makers and program managers as to how they can anticipate and deal with many of the issues surrounding family literacy today. To those new to the world of family literacy, the book gives information about starting family literacy programs in your own community. Finally, the authors address issues that are important to the future of family literacy. This book is available for purchase from the National Center for Family Literacy web site www.familit.org (found under Informational Materials) for \$7.00 or may be borrowed from the Ohio Literacy Resource Center by returning the form on page 10.

The Parent Difference: Uniting School, Family, and Community by Kathy Barclay and Elizabeth Boone is designed to help develop successful ways to communicate needs and to empower parents to become education advocates. The book presents ideas for turning negative attitudes into positive actions through such activities as open houses, parent programs, home visits, planning parent education programs, starting volunteer programs, and fostering positive public relations. The authors also give tips about planning parent conferences, encouraging effective communication in classrooms and in the entire school, creating an effective school handbook, and assessing and reporting student progress. Finally, the authors provide an extensive appendix full of suggested books and print resources good for a parent library and videotapes that are beneficial for parent education. This book may be purchased from Sky Light Training and Publishing, Inc. for \$32.95 by contacting them at (800) 348-4474 (ISBN 0-57517-073-6) or can be ordered online at <http://www.iriskylight.com>. This book can also be borrowed from the Ohio Literacy Resource Center by returning the form found on page 10.

From the Community to the Community: A Guidebook for Participatory Literacy Training by Elsa

Auerbach with Byron Barahona, Julio Midy, Felipe Vaquerano, Ana Zambrano, and Joanne Arnaud is a narrative about a collaboration between the University of Massachusetts, three local community organizations, and the Boston Adult Literacy Fund. The goal of this collaboration was to develop, implement, and evaluate a program designed to train immigrants and refugees as adult ESL and native language literacy instructors in their own communities. This book not only outlines the program, but it also explains the underlying principles and premises of the program model upon which the collaboration was based. The topics include community leadership development, the participatory approach to literacy instruction and instructor training, native language adult literacy instruction, and the principles of collaboration. If you would like further information about this book or would like to request a copy, contact Elsa Auerbach at: English Department, University of Massachusetts/Boston, Boston, MA 02125 or Joanne Arnaud at: Boston Adult Literacy Fund, 666 Boylston St., Boston, MA 02116. A copy of this book may also be borrowed from the Ohio Literacy Resource Center by returning the form on

The Family Resource Coalition of America is a national membership, consulting, and advocacy organization. FRCA builds networks, produces resources, advocates for public policy, provides consulting services, and gathers knowledge to help grow the family support movement. The FRCA mission states that they “strengthen and empower families and communities so that they can foster the optimal development of children, youth and adult family members - one that solves problems by preventing them.” The site can be found at <http://www.frca.org> and offers fact sheets on Family Support Issues, Family Support Projects, Family Support Networking (links to other family advocacy groups), State Initiatives, and Publications.

NIFL Reports on Family Literacy - Last spring the National Institute for Literacy (NIFL) published “Strengthening Family Literacy: How States Can Increase Funding and Improve Quality.” This Policy Update outlines the uniform wording that supports family literacy in four pieces of federal legislation and reports on how Arizona, Massachusetts and Pennsylvania have improved and expanded family literacy services.

Two recent pieces of legislation specifically target family literacy as a means of addressing the literacy needs of adults and children. The goal of *The Reading Excellence Act* (1998) supports the ability of every child to read independently by the end of the third grade. The legislation includes \$10 million to be used to plan and implement statewide initiatives and to coordinate existing federal, state, and local literacy resources. *The Workforce Investment Act*

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requires states to submit a 5-year plan for improving adult education in the areas of Adult Basic Education (ABE), English as a Second Language (ESL), and Family Literacy.

This legislation plus the *Elementary and Secondary Education Act* and the *Head Start Act* all have consistent wording describing family literacy as services "of sufficient duration to make sustainable changes in a family" in four areas: adult education, childhood education, parent education and support, and interactive parent/child literacy activities.

Because research indicates a strong correlation between a parent or caretaker's educational level and the literacy level of their child, family literacy programming helps break the cycle of poverty and low literacy by supporting the family as a learning unit. Family literacy research documents significant outcomes for adults in longer enrollment, improved employment status, self confidence, and parenting skills and for children in reading books, visiting libraries, and general development. The Barbara Bush Foundation cites "significant positive changes" in parent/child relationships, children's interactions with other children, and parents' interest in their own and their children's education. When researchers compared Even Start families with control groups, data demonstrates far better participation in adult education programs (90% - 30-40%), parenting education classes (90%-8%), and early childhood education programs (95%-60%).

Success notwithstanding, family literacy needs support. Commissioned by the former Arizona Director of Education, a national survey with 42 states participating ranked the following needs: funding 57%; collaboration 45%; staff development and technical assistance 40%; public awareness 31%; state plan 26%, and research evaluation and data 14%.

The final section of the NIFL report describes the family literacy initiatives of Arizona, Massachusetts and Pennsylvania to meet these needs by developing strong effective statewide family literacy services. After a long, uphill battle, Arizona enacted a family literacy program with a \$1 million appropriation for 1999. Key elements of their success included a well-organized campaign of parents, local staff, and two collaborating state agencies and documented program outcomes that were used to educate politicians and the media about literacy.

Massachusetts chose to broaden the base of family literacy stakeholders through grants based on a scaled down Even Start model and to promote family literacy issues and training through the Massachusetts Family Literacy Consortium which networked 25 state non-profit organizations. The final phase of the initiative resulted in several products including action plans for state agencies involved in family literacy, a longitudinal study of 3-5 year olds, a speakers' bureau, a web site, and training modules.

Pennsylvania combined a political campaign that capitalized on the leadership of the First Lady of the state and Congressman Bill Goodling, author of Even Start legislation,

with the Governor's policy priorities of welfare to work, workforce development, and library initiatives. As a consequence, a \$3 million allocation funded new and expanded family literacy programs to assist families and provide them with workforce skills.

The full NIFL report is available online at <http://www.nifl.gov/policy/mar18.htm>. It includes excellent statistics on the efficacy of family literacy.

Tips

For Grantwriters and Grantseekers



The Internet is a fantastic resource for grantwriters and grantseekers. Below is a list of some helpful sites. If you come across helpful Internet sites regarding grants, please E-mail the web address to Lisa White at lwhite@literacy.kent.edu. The information will be posted so others can benefit from your discovery!

Those who subscribe to Ohiolit, may have run across the "Grantseeker Tips" newsletter that is posted every two weeks. This electronic newsletter includes excellent grantwriting resources, advice, and listings of grantwriting workshops. If you'd like to subscribe to this free electronic newsletter, send an e-mail message directly to Miner@mu.edu and put "subscribe" in the subject line.

The Philanthropy News Network OnLine provides a wealth of information - philanthropic news, links, foundations, corporate giving, on-line classes for grantseekers, etc. Their web site is located at <http://www.pj.org/>.

SRA's GrantsWeb has a variety of links to government resources, policy information, private funding, and general resources. You can visit their site at <http://sra.rams.com/cws/sra/resource.htm>.

Grants-Central-Station is a website with a variety of useful links for information such as tutorials on starting a nonprofit organization, tips for Internet grantseeking, and examples of proposals. The web address is <http://House-of-Hope.org/grants-central-station.htm>.

Resources

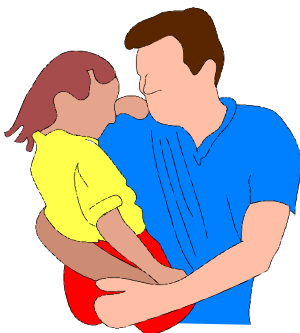
New Science Resource for Parents

For quick and easy discovery learning, look at Bite-Sized Science by John Falk and Kristi Rosenberg published in 1999 by Chicago Review Press (ISBN 1-55652-348-3; \$12.95). The authors demonstrate their belief that education is not limited to school but should be incorporated into daily routines. Using a metaphor of "healthy food for growing minds," they present simple tasks for parents and children that follow the pattern of 1) making predictions, 2) testing predictions, and 3) evaluating results.

A favorite activity called Shoe Show (p. 65) utilizes pairs of adult shoes to stimulate children to express similarity and difference, comparison of size, prediction (which shoes will be difficult to walk in), and categorizing types of shoes by function and style. Although the exercise is easy to execute, the value lies in modeling questions for parents that will encourage their children to observe, recognize patterns and classify objects.

The experiments use common items found around the house like pots, pans, bowls, paper towel tubes, paper, pencils, markers etc. The activities follow a format of What You Need, What You Will Do, Your Child (age appropriateness), and Fact (additional information). ABLÉ teachers may find the ideas useful for lower level students who benefit from hands-on learning. Also, the inquiry format encourages teachers to rethink activities and crafts from other sources.

For additional projects and information, check out the web site for the Institute for Learning Innovation www.ilinet.org/.



New Curriculum for Fathers

Because so few classroom materials are developed specifically for a correctional setting, the publication of an excellent curriculum guide for fathers in a pre-release program is good news. Defining family literacy as the legacy of literacy skills passed on from on

tunities for fathers to practice positive activities of reading and talking with their children. Published by The California State Library Foundation and written by Jane Curtis, F.A.T.H.E.R.S. (Fathers As Teachers: Helping, Encouraging, Reading, Supporting) contains an overview, information about designing a budget, thirteen lesson plans, guidelines on how to select books, handout masters, and a book list. The program design includes three components: adult literacy tutoring, gift books of children's literature, and visitation storytime provided by local libraries.

Although some lesson plans deal with incarceration issues, many are generally applicable to any family literacy program: discipline, goal-setting, child development, and language development. Other lesson plans explore the role of parent as teacher, as advocate, and as mediator. The comprehensive book list provides title, author, price, ISBN, content description, age appropriateness, and adult reading level. The program has been adapted for incarcerated mothers as well. For more information contact the OLRC at (800) 765-2897 or the California State Library Foundation 916-447-

Updates on FLRN

In the process of assembling and disseminating the *Family Literacy Resource Notebook*, several items arrived too late to be included in the original publication.

Skage, Sharon (1997). *Guide to Evaluation for Family Literacy Projects in Alberta*. Brooks, Alb., Canada: The Family Literacy Action Group of Alberta [200 Horticultural Station Road East, Brooks, Alberta T1R 1E5. Fax: (403) 362-8926].

This comprehensive (155 pp.) guide was designed for use in Alberta, Canada, but others will find much of value here. Both rationales and practical procedures are provided for a) establishing evaluation frameworks; b) conducting evaluations before implementation for accountability and for program improvement; c) assessing participant growth; and d) summarizing, analyzing, and reporting evaluation results.

The publication examines evaluation as a comprehensive 5-tier approach in a very understandable style. Sections include 1) Preimplementation: "What is the problem?" 2) Accountability: "Who are we serving and what services are we providing?" 3) Program Clarification: "How can we do a better job of serving our participants?" 4) Short-term Program Effectiveness: "Are participants making progress?" and 5) Program Impact: "What are the long-term effects of program participation?" The guide also includes a glossary of terms and an extensive bibliography that includes a list of assessment instruments. A copy may be borrowed from the OLRC by

Statistics You Can Count On

For anyone writing grants or doing literacy research, the following list contains some excellent resources for literacy statistical information.

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The official web site of the Federal Interagency Forum on Child and Family Statistics <http://childstats.gov> offers easy access to reports and statistics on population and family characteristics, economic security, health, behavior and social environment, and education. **America'**

Children: Key National Indicators of Well Being, 1999 is the third annual report on the condition of America's children. Included are six contextual measures that describe the changing population and family context in which children are living, as well as 23 indicators of children's well-being. A special feature is included this year on *Children Who Have Difficulty Performing Everyday Activities* such as learning, communication, mobility, and self-care. This statistical report can be borrowed from the OLRC by indicating your choice on page 10 or you can find the full report at: <http://childstats.gov/ac1999.toc.asp>.

Facts and Figures from the National Center for Family Literacy is a summary of statistical indicators and research findings that relate to literacy as well as other educational and social conditions. This document provides user-friendly information that can be used for reports, speeches, and trainings; and citations include source and date. This information can be found at www.familit.org/research.html.

Families Who Left Welfare: Who Are They and How Are They Doing? available at <http://newfederalism.urban.org/html/discussion99-02.html> or from the OLRC (see page 10) is a new Urban Institute study that gives the first national picture of welfare leavers and how they fared in 1997, shortly after federal welfare reform of 1996. The study compares leaver families' outcomes with those of other low-income families who have not recently received welfare. Those who left welfare did so for jobs, but entered the low end of the labor market, where they are working in much the same circumstances as near-poor and low-income mothers who have not recently been on welfare. Support needs to be focused more generally on low-income families with children, and continuing issues for concern need to be addressed for welfare transitions. Nearly a third of those who left welfare during this time period had returned to welfare and were receiving benefits in 1997.

The White Paper for 1999: National Literacy Forum has just been added to the NIFL web site. It contains excellent statistics on the economic and social impact of low literacy. The definitions of literacy will be especially helpful to grantwriters if writing to an audience without a background in literacy. The paper provides estimates of how many Americans have literacy needs. It is available at

The report **The State of Literacy in America** is available at <http://www.nifl.gov/readers/reder.htm>. The report as well as research data on various levels of literacy is available in a searchable database at this site. Released in 1998, the report is the result of the National Adult Literacy Survey (NALS), a monumental study that remains the most comprehensive, statistically reliable source of data on adult literacy in the U.S. The report breaks down literacy statistics by state, county, and city. Paper copies can be ordered from NIFL's toll-free hotline (800)228-8813.

A report entitled **Who Took the GED Test? GED 1998 Statistical Report** was just released from the center for Adult Learning and Educational Credentials. For program administrators, grant writers, or folks interested in learning about the program's purpose or diversity of GED test takers, the report contains statistical tables with information about the number of people tested, age groups, highest grade completed, reason for taking the GED, etc. The information is broken down by state. The report also includes trends in GED test taking. This book can be borrowed from the OLRC by indicating your choice on page 10. Copies are available for purchase from the GED Fulfillment Service (301) 604-9073 for \$20.00. Highlights from the report can be

Internet Resources of Interest

viewed at <http://www.gedtest.org/>.

The Literacy List, at <http://www2.wgbh.org/mbcweis/lc/alri/LiteracyList.html> is a web site designed for adult basic education practitioners to help them find resources on the Internet. New and experienced teachers can find web sites for teachers and students, can discuss issues with other educators by joining electronic lists, and find lesson plans for GED and ESL classrooms. Technology issues such as software reviews, web page design tools, and on-line training resources are also available at this site. There are various places that students can *virtually* visit such as Antarctica, a rain forest, Mars, a computer store, tours of companies, and more. You can explore these adult literacy, basic education, and ESOL sites by clicking on the hotlinks, printing or bookmarking for later reference.

1999 Ohio County Profiles can be found at www.ag.ohio-state.edu/~dataunit. Under

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indicators as well as business and agricultural profile. When your class studies Ohio history, this site will be a valuable resource for you.

Let's Get Started: An Initial Assessment Pack for Adult Literacy Programs is an online booklet of information intended to help a tutor get started with a new learner. Find this at <http://www.nald.ca/clr/getstarted/cover.htm>.

Portfolios in Practice can be found on-line at: www.nald.ca/clr/portfolio/cover.htm. Hard copies, complete with graphics not available on-line, can be purchased for \$5.60 each from Bob McIver, Conestoga College, 435 King Street North Waterloo, Ontario Canada or phone at (519) 885-3000 x241.

The M'Clintock House: A Home to the Women's Rights Movement is a guide to a home in Waterloo, New York, where several early abolitionist, women's rights advocates, and social reformers lived. The site uses photos and drawings of the house as a beginning point to lead into readings about the First Woman's Rights Convention in nearby Seneca Falls in 1848. These lesson plans and activities can be found at: <http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/76m'clintock/76m'clintock.htm>.

Checkpoints for Progress has been developed to help teachers and learning partners identify what most children can do in reading and writing by developmental periods – birth to thirty-six months; three and four years of age; and third, sixth, ninth, and twelfth grades. It also focuses on what most children can read by grade level. Since most children's formal schooling begins with kindergarten, skills for that level are also included. Examples of reading levels by grade are provided within each developmental period. By having a series of checkpoints and examples of reading levels by grade, teachers and learning partners can accompany and assist children on the journey of reading well and independently by the end of third grade. *Checkpoints for Progress* was developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Check this site out at www.ed.gov/pubs/CheckTeachers. Family literacy providers will find this a valuable resource for the Ohio Reads Initiative.

Workplace Instructor Training, nine modules that provide an orientation to delivering basic skills classes in the workplace, is now available from the Workplace Learning Resource Center, by contacting Marian Thacher at mthacher@sdccd.cc.ca.u. This CD and workbook can be purchased for \$50. There are also

www.workplace-eti.com/cbt/wit.html as: *Roles of the Workplace Instructor*, *Workplace Needs Assessment*, *Developing a Course Outline*, and *Teaching Reading in the Workplace*; with more modules being developed to complete the instruction. Other training titles are available both on CD and Internet, which include *Health and Safety in the Lab* and *Putting Your Business on the Web*. If you are an instructor that wants to know more about workplace instruction, Employee Training Institute (ETI) offers many training options at its home page www.workplace-eti.com.

Library Resources of Interest

101 Brilliant Ideas for Local Partnerships has been produced by an interagency committee formed under the auspices of the Ohio Department of Human Resources and the Ohio Family and Children First Initiative. Their mission was "to develop a list of strategies and examples which counties can use to create partnerships within communities in support of Ohio Works First." This resource provides a descriptive list of interagency partnerships in workforce development, housing, mental health, substance abuse, early childhood education, community networks, family resources, transportation, and domestic violence. Also included are sections on communication strategies and organizational strategies, as well as model agreements and release forms. To obtain copies, contact Marlene Preston-Rombach, Human Services Program Administrator, Cincinnati District Office, Ohio Department of Human Services, 100 E. Eighth St., Fourth Floor, Cincinnati, OH 45202-2194 or phone (513) 852-3280. The OLRC has a copy available; check the list on page 10.

U.S. Adult Literacy Program Practice is part of a larger study that looks at how two dimensions of the teaching-learning process affect the real use of literacy skill in the lives of adult learners. The two dimensions are the extent to which the instructional materials are related to the everyday context of the learners and the extent to which learners are involved in the decisions that affect their education. This paper provides a snapshot of how 271 programs are doing on these two important aspects of instructional design. Also available from NCSALL is **The Impact of Welfare Reform on Adult Literacy Education**, the report from a conference that featured three commissioned papers, followed by small group discussion sessions in which the implications of welfare reform for adult literacy practice, research and policy were discussed. Over the past few years, the welfare reform efforts have had a powerful effect on many of the adult learners we serve. This conference was

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provide a public dialogue about the impact of these welfare changes in the field of adult literacy. To keep abreast of current research finding, contact Kim French at World Education/NCSALL, 44 Farnsworth St., Boston, MA 02210, phone (617) 482-9485 ext. 491 or e-mail kfrench@WorldEd.org. This report is available at the OLRC; check the list on page 10.

Directory of Adult Education Resources, produced by the Metrocrest Social Service Center, offers an extensive list of literacy, ESL, GED, and life skill publishers. Audiovisual suppliers, computer software, professional training, and printable resources are also included in the format. This resource is available by sending a self-addressed 9" x 12" envelope with \$1.21 postage to: Dana Wilson, Volunteer Project Coordinator, The Metrocrest Social Service Center, 1002 S. Broadway, Carrollton, Texas, 75006. To preview this directory, check page 10.

Math Meetings Set

Statewide Math Workshop

This year's statewide math workshop will help ABE teachers incorporate math into other areas of the curriculum. One of the presenters will be Maureen Hickey, a zero population growth trainer from Seattle, Washington, who will guide participants through activities that incorporate math into science and social studies. As in the past, the workshop will be open to the first 60 participants and will be held on February 5, 2000 from 8:30 a.m. - 4:00 p.m. More information will be forthcoming, but mark your calendar now!

Adult Numeracy Network Meeting

This year's Adult Numeracy Network 6th annual meeting will be held on Saturday, April 15, 2000, in Chicago, Illinois. Held in conjunction with the NCTM (National Council of Teachers of Mathematics) meeting, this is a conference that you don't want to miss. The focus this year will be the new GED 2002 test and related topics. See your regional resource center for available funds for this national conference which provides inservice for adult education teachers. For more information, contact Nancy Markus at nmarkus@literacy.kent.edu.

Adults Learning Mathematics

The ALM-7 Conference is scheduled for July 6-8, 2000, on the Tufts University Campus, near Boston, Massachusetts. Locally hosted by the National Center for

Adult Learning and Literacy at Harvard, in conjunction with the Tufts Department of Education and the Adult Numeracy Network, this will be the first time the international group with membership in 19 countries will meet in the United States. ALM promotes the learning of mathematics by adults through an international forum which brings together those engaged and interested in research and development in the field of adult mathematics teaching and learning. Information about the conference program will be available at the ALM web site:

<http://www.euronet.nl/~groenest/alm/index.htm>. For more information contact Mary Jane Schmitt, ALM-7 local organizer, Mary_Jane_Schmitt@gse.harvard.edu.

Pizza Hut Says Book-It! Beginners



What is *Book-It! Beginners*? *Book-It! Beginners* is a national reading incentive program for preschoolers that motivates kids to read by rewarding them for participating in reading activities.

Teachers (or Family Literacy Facilitators) agree to read to the students 60 minutes per week during the months of March and April. At the end of each month, the teacher awards the student with a Pizza Award Certificate that can be redeemed for a Personal Pan Pizza, sticker, and praise at a local Pizza Hut restaurant. The pizza can be taken "to go" or eaten at the restaurant. *Book-It! Beginners* provides materials for the classroom as well as for home involvement, which is an excellent way to promote family literacy.

Who Can Join? Programs eligible to join *Book-It! Beginners* are licensed pre-school programs; licensed day-care providers; licensed pre-kindergarten programs, and programs in public, private, or parochial schools. *Book-It! Beginners* currently has many Head Start and Even Start programs that participate. The program is for children only, but it can be a great motivator for families involved in a family literacy program.

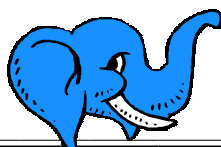
How Do We Join? To request an enrollment packet, call (800) 426-6548 or write to: *Book-It! Beginners* Program, P.O. Box 2999, Wichita, KS 67201. Enrollment for the 1999-2000 school year begins in November, 1999. Be sure to include name of school (or program), address, phone number, name of principal (or director/coordinator). Specify that you want to enroll in the *Book-It! Beginners* program. There is also a six-month program for children in grades K-6, so if your local elementary school doesn't already participate, encourage them to join!



Questions? Call *Book-It!*

OLRC Schedule of Events 1999-2000

September 29 & 30, 1999:	Leadership Development Institute Deer Creek State Park Resort
October 10-12, 1999:	Early Childhood Conference
November 15-16, 1999:	OLRC Move to Research I Building
November 22, 1999:	Literacy 2000 Pre-Summit Conference Student Center - Kent State University
December 6-7, 1999	Program Quality Enhancement Training Holiday Inn, Worthington
December 13-15, 1999	National LINCS Conference New Orleans
January 7, 2000:	Technical Assistance Consultant Training Moulton Hall - Kent State University
February 5, 2000:	Statewide Math Workshop Worthington Inn
March 22 & 23, 2000:	Leadership Development Institute Deer Creek State Park
April 7, 2000:	Writer's Conference Comfort Inn, Worthington
June 21 & 22, 2000:	Leadership Development Institute Mohican State Park
August/September, 2000:	Regional Math Kick-Off Days Regional Resource Centers
September 27 & 28, 2000:	Leadership Development Institute Deer Creek State Park



"Don't Forget
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_____	Guide to Evaluation for Family Literacy Projects in Alberta
_____	America's Children: Key National Indicators of Well Being
_____	101 Brilliant Ideas for Local Partnerships
_____	The Impact of Welfare Reform on Adult Literacy Education
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EFF - Ohio Pilots into the 21st Century

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

Ohio's involvement began in 1997, when NIFL awarded grants to three EFF Development Partners. Each Partner headed up a consortium of local, state, and national constituents that focused on developing comprehensive **role maps** for each of the adult roles. Jean Stephens, with the help of Nancy Markus of the Ohio Literacy Resource Center were involved in structuring the worker role map, with Ohio becoming one of the 17 State Partners.

From February to June 1998, 25 Sites (including Canton Even Start) in 12 states became field development partners. This process was designed to test and continually refine the EFF standards. The **EFF Standards for Adult Performance** define what adults need to know and be able to do to carry out their roles. The EFF Standards are based on the 16 generative skills that research identified as key to successful performance. The 13 activities that are common across the three adult roles of worker, citizen and parent can be used in classroom planning.

Eight Sites (including Canton Even Start) continued as field development partners from November 1998 - June 1999. The 13 **Common Activities** were the starting point for identifying what skills and knowledge adults need to be able to carry out these activities. Six **Knowledge Domains** and 16 **Generative Skills** were developed as essential to the performance of these common activities.

Ohio has developed a statewide strategy for implementing EFF with the expansion of EFF in Ohio beginning in November 1998. Nine local programs have received grants this year: Canton City Schools, Columbiana County Career Center, Hamilton City Adult Basic and Literacy Education, Medina County Career Center ABLE, Ravenna City Schools Even Start Family Education Program, Sandusky Center for continuing Education, South-Western City Schools Family Resource Center, Springfield Clark JVS ABLE Program, and Washington Local Schools. This has provided these programs the opportunity to use the EFF framework in teaching situations during the months of January - April. Some key concepts that have been demonstrated during this time:

- Students have been able to verbalize what learning has taken planning and implementing instruction. They see learning in the broader context with reference to their roles in life and the connection to real-life experiences.
- A consistent schema that can be used in many classroom types is giving adult education a common language to describe what adults need to do to be suc-

cessful. It provides a framework for program development. It is not a separate or additional method of instruction, but is incorporated into all program components.

- Teachers have found EFF to be a tool to help student help themselves. This can be reflected in a change of teaching styles or philosophy where creative teaching strategies are employed based on student needs or goals.
- Planning time is essential for delivering quality instruction. Each program was given time for their teachers to share and support each other either weekly or monthly.
- Evaluation methods have been developed based on the standards of performance. One of the programs used colored stickers to highlight the skills that learners accomplished during classroom projects. These were added to the learner's portfolio as method of instruction, but is incorporated into all program components.
- Teachers have found EFF to be a tool to help student help themselves. This can be reflected in a change of teaching styles or philosophy where creative teaching strategies are employed based on student needs or goals.
- Planning time is essential for delivering quality instruction. Each program was given time for their teachers to share and support each other either weekly or monthly.
- Evaluation methods have been developed based on the standards of performance. One of the programs used colored stickers to highlight the skills that learners accomplished during classroom projects. These were added to the learner's portfolio as evidence of progress. Certificates have also been developed that identify completion of EFF skills.
- A resource of lesson plans has been compiled from many varied classrooms such as: ABLE/GED, ABLE/ESOL, ESOL, Workforce, Family Literacy, and Corrections.

In April 1999, the Field Development Partners met with a fully revised version of the framework as their goal.

