



## OLRC STATE-WIDE EVENTS

The OLRC will be sponsoring several state-wide events in 1998. Additional information on any of the following can be obtained by calling the OLRC, 800-765-2897, ext. 0.

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The **1998 Leadership Development Institute** will be held March 31-April 1, June 16-17, and September 22-23 at Mohican and Deer Creek State Parks and is open to Ohio ABLE directors, coordinators, and teachers with program management responsibilities. The Institute is designed to provide a theoretical and practical understanding of leadership skills. Graduate credit from Kent State University is available. Registration brochures were mailed in December and the deadline for applications is February 14, 1998.

A one-day **OLRC Technology Pre-Conference** will be held Thursday, April 23, 1998, in conjunction with the OAAACE annual conference. 100 adult educators will be able to attend sessions at Cuyahoga Community College in downtown Cleveland (only a short distance from the conference hotel). Registration will be through the OAAACE registration brochure which will be distributed in March. The technology pre-conference has a \$25 fee. Call the OLRC for a brochure if you do not receive OAAACE mailings.

A **Writing Conference** for 50 students and teachers will be held May 1, 1998. Letters have been mailed to teachers and Ohio Literacy Network (OLN) ALF members throughout Ohio announcing the OLRC Writing Conference and asking students to submit samples of their writing by February 10, 1998.

Fifty entries will be selected for publication in an anthology. These student authors and their teachers will be invited to the conference to hear well-known author George Ella Lyon speak and to participate in workshop sessions.

If you have not received the mailing, contact Bryan Bardine at the OLRC for information about the student submissions and teacher workshop presentations at the conference.

*(continued on Page 2)*

— **1998  
Leadership  
Development  
Institute**

— **OLRC  
Technology  
Pre-Conference  
April 23**

— **Write  
Now for  
Student  
Anthology  
May 1**

In conjunction with the conference, OLRC and SW and NE ABLE Regional Resource Centers will co-sponsor workshops to promote writing fluency across the curriculum. Presenters Bryan Bardine and Connie Sapin will use a variety of media and participatory strategies. Workshops will be held in Xenia, OH, on Jan. 9 and Euclid, OH, on Jan. 23. If you want more information, call Jana Postlethwait at 513-449-5374 or Gloria Gillette at 216-261-7076 respectively.



**Statewide  
Math  
Workshop  
Coming  
March 21**

An all-day **Math Workshop** will be held Saturday, March 21, 1998 for teachers at the Westin Hotel in Columbus. Come and spend time with Pam Meader and Judy Storer of the Portland (Maine) Adult Education system and weave ratio, proportion, and algebra from basic adult education classes to the GED and beyond!

The workshop, "Applied Math in the Adult Education Classroom," will provide teachers, tutors, and coordinators with the skills, handouts, and materials needed to make math more meaningful and fun.

Return the registration form below by March 1. Contact Nancy Markus for more information.

**Statewide Math Workshop  
March 21, 1998  
Registration**

Name: \_\_\_\_\_

Mailing Address: Home Institution (circle one)  
\_\_\_\_\_  
\_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Work Phone: (\_\_\_\_) \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_) \_\_\_\_\_

E-mail: \_\_\_\_\_

**Return to the Ohio Literacy Resource Center, Kent State  
University, P.O. Box 5190, 414 White Hall,  
Kent, OH 44242-0002.  
Fax #330-672-4841.  
Deadline: March 1**

**Equipped for the Future (EFF)**

The National Institute for Literacy's Equipped for the Future project continues to progress this year. The standards-based adult learning system reform initiative is seeking answers on how to produce results that matter to customers and funders, to policymakers, and to adults who come to adult literacy programs seeking the skills and knowledge that will enable them to improve their lives. Over the past 3 years Equipped for the Future has been developing a nationwide consensus on what the results of the system should be.

The OLRC was a part of the project last year and helped to define the requirements of adults as worker. Structured feedback sessions were conducted at Horsburgh and Scott in Cleveland, Ohio Stamping in Springfield, Whirlpool Corporation in Clyde, UAW Local 693 in Cincinnati, and with a group of workplace teachers from around the state. This year, the OLRC will continue as part of the EFF project by serving as a member of the Field Support Team for 22 local programs across the nation that have been selected as Development Sites for a 6-month project. Canton City Schools ABLE has been selected as one of the programs and will be using the EFF materials in its Even Start classes.


The work of the EFF project in the past year has refined the roles of the adult as worker, parent/family member, and citizen/community member and has developed from these roles common activities and generative skills that adults need to accomplish and demonstrate. The Common Activities across all roles are: 1) gather, analyze, and use information; 2) manage resources; 3) work within the big picture; 4) work together; 5) provide leadership; 6) guide and support others; 7) seek guidance and support from others; 8) develop and express sense of self; 9) respect others and value diversity; 10) exercise rights and responsibilities; 11) create and pursue a vision and goals; and 12) keep pace with change.

The Generative Skills are in four categories: 1) communication skills--read critically, convey ideas in writing, speak so others can understand, listen actively, and view critically; 2) interpersonal skills--cooperate with others, advocate and influence, resolve conflict and negotiate, guide, and lead; 3) decision-making skills--plan, research, solve problems, use mathematical concepts and techniques to solve problems, use technology; and 4) lifelong learning skills--reflect and evaluate, and learn in new ways.


An overview of the information from the EFF project is available in a poster, which will be mailed to all Ohio programs in January. If you do not receive a copy and would like one, order one using the form on page 5. A seminar on the project and how teachers can use the framework in teaching will be presented at the OACE conference in April, and other opportunities will be provided during the coming year for teachers to become familiar with the framework.


## Ohio ABLÉ's Initiatives for the Future


The ODE office has put into motion the following initiatives this year to help meet the needs of ABLÉ in the future. All of the initiatives are involving teams of teachers and directors from around the state. Questions about specific projects should be addressed to the respective personnel.


 The **NE ABLÉ Resource Center** under Gloria Gillette is working on ESL standards and other ESL projects. The Crossroads Cafe Project will be test piloted in three different sites beginning in January: a) Columbus Literacy Council will use a mixture of students in a classroom setting with take home lending capacity; b) Cleveland Public Schools/Spanish American Committee will use the videos in a limited classroom setting as a supplemental and tutorial lab setting, with a strictly Hispanic population; c) the Resource Center/Euclid City Schools will use the videos as a supplemental lending library for ESL students with some tutor support.


For the ESL Standards Project the ESL task force met and, using the indicators of program quality, Equipped For The Future and the new ESL/TESOL standards, established three goals for all future ESL project development. The goals/benchmarks will be sent to the field for review and recommendations on measures/standards. Field driven committees of instructors will then be formed to establish the concomitant recommendations for various areas.


 The **NW ABLÉ Resource Center** under Diane Ninke is working on Workplace Education Indicators. Six specific outcomes have been established for the year: a) research activity other states; b) develop specific workplace education indicators, measures, and standards for Ohio; c) recommend assessments that workplace programs can use; d) identify instructor competencies and qualities; e) prepare a supplemental program review packet for workplace programs; and f) recommend training activities. The team has met once and revised the Quality Indicators to include workplace education.

 The **Central/SE ABLÉ Resource Center** under Rick McIntosh is working on two projects. In the Pre-GED/Basic Skills Credentialing project, a group of practitioners are creating standardized credentials to give ABLÉ students a benchmark that can be used at the pre-GED level. The Assessment Project is looking at potential assessments that programs can choose instead of, or in addition to, TABE 7 & 8. Comparability tables for the assessment instruments are being developed so that we can have all assessments capable of yielding the same placement levels.

 The **SW ABLÉ Resource Center** under Jana Postlethwait and Karla Hibbert-Jones is developing models of student retention. Dr. Fran Tracy-Mumford, supervisor of adult and continuing education in Delaware, is serving as a consultant for this project and has helped the task force realize that retaining adult students is a factor of not just one program component, but all of them. The exploration of student retention this year will include a number of steps, including two practitioner inquiry projects by Resource Center staff member Dee Jividan and Noila Cottrill, ABLÉ instructor at the Springfield-Clark JVS, the development of a self-assessment tool for local programs, training, and others.

 The **OLRC** is responsible for developing the IMS (Information Management System) for ABLÉ programs to use for collecting data from the Intake and Exit forms for the Program Annual Report. Ron Roberts, the developer, is creating the system, and various programs in the state are assisting with reviewing and testing the system. A final product will be released in the summer of 1998 for all programs. The OLRC is also revising the Program Administrators Manual this year. A recent survey to all administrators has provided the initial feedback on changes needed, and a task force of six administrators will be working with the Center.

 The **OSU's Center on Education and Training for Employment** under Susan Imel is working on the Program Review system, the forms used in the review process, and how the information derived from these reviews is used for program improvements. This is part of their task of developing a system where programs and the state office can use formative data to determine project effectiveness.

 The **Ohio Literacy Network (OLN)** under Karen Scheid is coordinating the GED on TV project again this year. The PBS stations in Dayton and Athens are continuing coverage for the second year and Bowling Green is being added. The OLN is taking the initial calls on the project through the Hotline and tracking callers and doing follow-up in collaboration with the regional resource centers. A public awareness initiative will also be conducted by OLN, beginning in January with a survey to program directors on needs in their programs. The OLN's revised 1997-1998 Directory of Ohio Adult Literacy Programs was published this Fall and will be distributed at the Spring Directors' Meeting. If you would like a copy mailed to you for the cost of postage, contact OLN at 614-486-7757. In January the new Directory will be available on the OLRC web site.

## Adult Literacy Technology Conference

Last August, seven Ohio practitioners received partial support from OLRC to journey to Boise, Idaho to attend the annual Adult Literacy Technology (ALT) Conference. Stuart Heflin from Cincinnati was one of the attendees and recently shared some of his thoughts about the conference. "The breakout sessions were numerous and covered a variety of ABL, Vocational Education, and Technology subjects." One of the sessions he attended was about the "LD Toolbox." "This presentation was by a group of individuals at the Western Illinois University... which has developed a comprehensive CD ROM that illustrates and covers various types of learning disabilities. The software is user friendly and is cross formatted for Mac or PC. It uses video clips performed by actors to demonstrate different types of disabilities...and shows how to incorporate different learning styles to reach the adult learner or other students that may be experiencing some of these disorders." Stuart purchased the product and others in his school district agree it is a good tool to help understand the enormity of the LD problem.

The 1998 Adult Literacy Conference will be held at Michigan State University in Lansing, Michigan, July 28-31, 1998. Make plans now to attend this conference.

## OLRC Reading Group Grows

The Reading Group at OLRC has just published the third section to the Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions. These books bring the total of picture and young adult books recommended for use in adult classes to nearly 300.

In addition to the paper copies available at OLRC, Regional ABL Resource Centers, ABL programs, and state libraries, Trade Books on-line can be accessed directly at <http://mercury.educ.kent.edu/trade/tbsearch.cfm> or through the OLRC web site <http://kent.edu/Oasis/index.html>. Click "What's New," then "Teacher Resources," then "Recommended Trade Books." Recently the ability to search the on-line Trade Books has been added to meet the needs of individual teachers. When you search by keyword, you will get books in which that word appears in the GED Descriptors, Summary, Teaching Ideas, or Theme sections of the Trade Books page. Try it out and let us know how you like it.

The Reading Group has expanded to include Regional Reading Groups that will develop and field test teaching materials for adult literacy classes using thematic text sets from the Trade Books. Southwest and Northeast groups have already begun their projects. If you are interested in participating, call Perrine Robinson-Geller (x 22) or Connie Sapin (x 17) at the OLRC, 800-765-2897.

## A Nation Learning: Vision for the 21<sup>st</sup> Century

The Commission for a Nation of Lifelong Learners presented its recommendations at a national conference in November. The Commission, established in 1995 under a grant from the W.K. Kellogg Foundation, derived its conclusions from an investigation of adult learning initiatives nationwide, including a comprehensive study, four public forums, and a meeting of college presidents. The commission members represented business, labor, education, government, and philanthropy.

The Commission finds America facing at least four challenges as the new century approaches: 1) the rise of a global economy; 2) the impact of technology; 3) continuing demographic changes; and 4) reawakening civic participation. Lifelong learning opportunities can be a key in addressing these issues.

The overarching recommendation from the Commission is that "Opinion leaders, education, providers, policy makers, and the public must recognize lifelong learning as a national priority." Five specific recommendations follow:

- Acknowledge and promote the link between universal lifelong learning and America's position in the global economy.
- Ensure equity of access to lifelong learning.
- Exploit effectively new technologies for lifelong learning.
- Advance lifelong learning by rethinking and reorganizing the delivery of education and training.
- Make resource commitments to lifelong learning commensurate with its national importance.

Copies of the complete Commission report are available for cost of shipping and handling only (\$5.00 for 1 copy up to \$9.00 for 10 copies). Request an order form from the OLRC, or call Dolores DeThomasis at Regents College (518-464-8500).

## Shared Leadership in the New Workforce: Thriving on True Teamwork

Five graduates of the 1996 and 1997 OLRC Leadership Development Institutes attended a 2-day Lessons in Leadership Program in October. The speakers in the world-wide video conference included many of the current experts in leadership and change.

Rosabeth Moss Kanter of Harvard Business School spoke about the seven skills most represented by leaders who can manage change and offered the following advice.

- Tune into the big picture and look at the whole environment. Pay attention to the negative. Talk to people outside your field.

- Shake up your thinking; see new patterns. Reality is not fixed; it is our assumptions of the arrangements of the parts that is fixed.
- Take the trigger for change and put it into a clear and compelling vision.
- Build the allies, backers, and supporters. Form a coalition of all who have stake in change early in the process.
- Develop a team of people who “own” the idea.
- Persist and persevere. Success comes from learning from mistakes and redirecting the focus. Everything looks like a failure in the middle.
- Share the credit and recognition.

A panel will discuss more of the insights from the Lessons in Leadership Program at the 1998 Leadership Development Institute.

### 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 receive) and fax to the OLRC at 330-672-4841:

Title	Page #
___ EFF Poster	2
___ Order form for The Commission Report	4
___ Wired: A Family Guide to the Internet	7
___ Update 1997, Ohio's 7th Annual Progress Report	7
___ Order form for The Change Agent	7
___ Cruising the Web with English Language Learners	7

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

___ Raising a Reader: Make Your Child a Reader for Life	6
___ Family-School Links: How Do They Affect Educational Outcomes	6
___ The Family Literacy Answer Book	6
___ Leaders in Adult & Continuing Education videos. Specify person: _____.	7
___ Blueprint for Business: Reaching a New Work Force	7
___ Adult Education and Welfare to Work Initiatives	7
___ Building Communities from the Inside Out	7

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 Your Name: \_\_\_\_\_  
 Complete Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Phone No.: \_\_\_\_\_

## Welfare Reform and Education Research

Julie Strawn from the Center for Law and Social Policy in Washington, DC, spoke in early December at the Common Good Institute. She shared some of the research on benefits of welfare-to-work programs, including job search programs and academic programs such as GED. Skill development approaches such as GED preparation have often increased employment, earnings, or literacy levels, but not necessarily all three. However, adult education is more expensive and takes longer to get results than job search programs. Research also has shown that the GED shows sustaining benefits in employment and earnings only if participants go on to other training or education.

Programs that have been successful and show higher hourly income for students over a period of five years have some of the following common elements.

- A balanced approach provides comprehensive services: job search skills, academic skills, supported work, transportation, child care, mental health support, etc.
- The program is individually tailored to meet needs of clients.
- The central focus is on employment.
- The program has a close relationship with employers.
- The program is intensive: at least 30 hours a week.
- Close control and follow-up is provided.
- Increased earnings is a goal.

Ms. Strawn challenged the Common Good participants to rethink adult education and provide basic skills as a part of a larger program that provides job search classes and work experience.

## Adult Literacy is Important to Economic Success

The following is part of a press release issued by the National Institute for Literacy on December 10, 1997.

Washington DC--A groundbreaking new international report highlights a key reason for the widening wage gap between the lowest-paid and highest-paid Americans: low literacy skills. Literacy plays an important role in determining a person's wages and "low literacy is a much larger problem than previously assumed in every country surveyed," according to the Organization for Economic Cooperation and Development's (OECD) "Education Policy Analysis 1997."

Adult Literacy is strongly correlated with life chances and opportunities in all 12 countries included in the report. Findings for the United States underscore that if welfare reform is to succeed, it must include literacy and basic skills instruction. Dr. Andrew Hartman, Director of the National Institute for Literacy, said "This report removes any doubt that if we are serious about true welfare reform that makes people self-sufficient we need to improve their literacy skills. The OECD's findings show us once and for all that adult literacy is not an isolated educational concern but a fundamental issue of human resource development. The study lends new urgency to the Institute's focus on the literacy needs of not only welfare recipients, but clients of job training programs, and parents of preschool and school-age children."

While the report includes some policy recommendations, it stresses that "government cannot do it alone...what is needed is the development of a culture committed to learning," and singles out employers for a large role.

## REVIEWS OF FAMILY LITERACY BOOKS

### **Raising a Reader: Make Your Child a Reader for Life**

*by Paul Kropp*

Paul Kropp writes an entertaining and informative book about how to help children enjoy reading and sustain that enjoyment as they grow up. He discusses why reading is so important for children of all ages, and why parents are as important as teachers for children's development as readers. The first three chapters focus on why parents are essential to children's development as readers, not just when they are young, but as they grow into adolescence and adulthood. The middle six chapters give the reader information about ways to approach reading with our children at different ages in their lives. Finally, Kropp concludes the book by discussing ways to work with the bored reader, reluctant reader, gifted reader, and by discussing several pertinent literacy issues in our society today such as illiteracy and aliteracy. Kropp's writing is not theoretical and dry like some textbooks can be, and he outlines for his readers ways that parents can help their children with reading by using games and storytelling techniques, reading aloud, nurturing gifted readers, and overcoming reading slumps and book boredom. For more information contact Bryan Bardine at the Ohio Literacy Resource Center at 1-800-765-2897, or you may check the book out of the OLRC's reference room by using the form found in this newsletter.

**Reference:** Kropp, P. (1996). *Raising a reader: Make your child a reader for life*. Main Street Books (Doubleday): New York, New York.

**Ordering Information:** ISBN # 0-385-47913-1

### **Family-School Links: How Do They Affect Educational Outcomes?**

*edited by Alan Booth and Judith F. Dunn*

Alan Booth and Judith Dunn have assembled a diverse collection of articles and essays that discuss ways that families and schools can connect to improve education for our children. The book contains eighteen individual articles by 21 different authors and researchers. The editors divide the book into four parts, each taking a different look at the ways that families and school affect one another. The articles in part one focus on how families and schools can work together to help children succeed. Part two looks at how school processes and functions affect families and children, and essays in part three examine the opposite--how the changing family



structure affects our schools. The book concludes with a section that gives insight into new research and policies that will affect both families and school systems in the upcoming years. For more information about this book contact Bryan Bardine at the Ohio Literacy Resource Center at 1-800-765-2897, or you may check the book out of OLRC's reference room by using the form found in this newsletter.

**Reference:** Booth, A. & Dunn, J.F. (Eds.) (1996). *Family-school links: How do they affect educational outcomes?* Lawrence Earlbaum Associates, Publishers; Mahwah, NJ.

### **Family Literacy Answer Book**

Since considerable interest in family literacy has been generated recently in Ohio, teachers, administrators, and community collaborators may want to look at the new publication from the National Center for Family Literacy titled The Family Literacy Answer Book. The book offers suggestions both to groups at the beginning stages of planning and to groups who are ready to implement a program.

The book is divided into nine chapters: Overview, Collaboration, Curriculum Development, Adult Education, Early Childhood Education, Infant Toddler Services, Parent Groups, Home Visits, and Component Integration.

The clear, direct text is organized into a realistic Question and Answer format. An example of the type of questions used is "How is adult education in a family literacy program different from other kinds of instruction?" Each chapter ends with a section called Additional Resources, which includes lesson plans, forms, and checklists.

The philosophical base for the book is a "strengths model" in which student input shapes the curriculum and in which the curriculum is designed locally to meet the students' specific needs.

The Family Literacy Answer Book may be borrowed from the Ohio Literacy Resource Center or ordered from The National Center for Family Literacy, 325 W. Main Street, Suite 200, Louisville, KY 40202.

## RESOURCES

The following books, videos, and articles are available from the OLRC. You can keep single copies of articles and small publications; books and videos are on loan for 2 weeks. Use the form on page 5 to order any of these.



- “ ***Conversations on Lifelong Learning: Leaders in Adult and Continuing Education*** is a series of 7 video tapes on some of the leaders in adult and continuing education. When ordering, specify which leader video you are requesting: Stephen Brookfield, Alan Knox, Malcolm Knowles, Jack Mezirow, Phyllis Cunningham, Sharan Merriam, and Cyril Houle.
- “ ***Blueprint for Business: Reaching a New Work Force and the Welfare to Work Partnership*** is a publication of the National Alliance for Business that promotes job training. This publication is a guide for businesses that want to hire former welfare recipients. Copies can also be ordered by calling the National Alliance at 800-787-2848. This is also available on the web (see page T-4).
- “ ***Adult Education and Welfare to Work Initiatives: A Review of Research, Practice, and Policy*** is the program report prepared by Deborah D’Amico who was a recent National Institute for Literacy Fellow. The report examines timely issues faced by the literacy field as a result of last year’s welfare changes. Copies can also be ordered from the National Institute for Literacy at 1-800-228-8813.
- “ ***Wired: A Family Guide to the Internet*** is a special 20-page publication of the ***Akron Beacon Journal***. It includes articles on what you need to connect, how to bring the Internet into the classroom, where students can find homework help online, and issues of concern to parents in monitoring Internet use.
- “ ***Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets*** by John Kretzmann and John McKnight is a guide for concentrating on the assets, skills, and capacities of residents, citizens associations, and local institutions in community building rather than focusing on needs, problems, and deficiencies. The book was recommended at the recent Common Good Institute to help collaborative groups in a community. The section on Welfare Recipients may be of particular interest at this time. The book can also be ordered from ACTA Publications, 800-397-2282.
- “ ***Update 1997: Ohio’s 7<sup>th</sup> Annual Progress Report***. The 7<sup>th</sup> annual progress report on the 8 education goals includes a message from Governor Voinovich and explanations on each of the goals. Goal No. 6 states that “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 responsibilities of citizenship.” The progress report on this goal contains information about ABLE programs in Ohio.
- “ Subscription forms for ***The Change Agent***, the New England/World Education newspaper are available. A 1-year subscription for 2 issues is \$5.00 single or \$50.00 for sets of 25. The newsletter provides news, issues, ideas, and other teaching resources that inspire and enable adult educators and learners to make civic participation and social justice related concerns part of their teaching and learning. The most recent issue focused on Crime and Violence and the January, 1998 issue will focus on Community Participation.
- “ ***Cruising the Web with English Language Learner***, an article by Laura Chris Green, appeared in the May, 1997 IDRA newsletter (Intercultural Development Research Association). Dr. Green gives examples of using the Internet with ESL elementary and high school students, but the information is relevant for adult ESL students also. In 3 vignettes, she describes lessons and gives specific world wide web sites to use in the lessons. She concludes the article with explanations of the benefits and barriers she encountered.

### OLRC Staff Changes

Tim Ponder, Technology Coordinator at the OLRC, is leaving in mid-January to move to Springfield, Missouri. He will be developing his own consulting business as he joins his wife Sarah who is teaching at Southwest Missouri State University. Tim has been with the Center since September, 1993, and has developed the technology activities of the Center from a beginning concept to the current sophisticated level. Thanks to Tim for all his hard work and accomplishments. He can be reached at [tponder@zynergetic.com](mailto:tponder@zynergetic.com).

Marty Ropog will be promoted to Technology Coordinator and a new staff person will be hired to fill Marty’s position. Marty has been with the Center since September, 1996, and has been in charge of the Technical Assistance Network, conducted numerous trainings and presentations in Ohio and nationally, been active in the IMS project, and worked on all aspects of technology in the Center. Please call Marty if you have any technology questions.

## Ohio Literacy Resource Center has installed a new Voice Mail Telephone System

You can now reach the person you need to speak with directly. As soon as you hear the OLRC message, dial the 2-digit extension as listed below:

	<u>Ext.</u>	<u>E-mail</u>
Jean Stephens	18	jstephen@kentvm.kent.edu
Nancy Padak	31	npadak@kentvm.kent.edu
Marty Ropog	21	mropog@literacy.kent.edu
Christine Fullerton	33	xrys@archon.educ.kent.edu
Connie Sapin	17	csapin@apk.net
Diane Hesseman	22	dpitz@guis.com
Nancy Markus	29	nmarkus@juno.com
Maureen Plum	16	mplum@kentvm.kent.edu
Georgia Gallagher	15	ggallagh@kentvm.kent.edu
Bryan Bardine	19	bbardine@literacy.kent.edu
Margarete Epstein	20	mepstein@literacy.kent.edu
Perrine Robinson-Geller	32	probinso@ix.netcom.com
General Information	0	olrc@literacy.kent.edu

